

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Comprehensive Fiscal Report for FY 2000  
**Date:** October 9, 2000

**Recommended Actions:**

Receive the Comprehensive Fiscal Report for FY 2000.

**Executive Summary:**

The Board's strategic plan, Key Result Area 4, requires the Board to exercise effective stewardship of institutional resources to maintain the confidence and support of the public in the utilization of existing financial resources.

Each year, the Board conducts a series of reviews and approvals for all budgetary and financial matters. The purpose of the comprehensive fiscal report is to inform the Board of each institution's performance in relation to the Board-approved budgets.

This comprehensive fiscal report for FY 2000 compares actual revenues and expenditures with the Board-approved budgets, identifies significant variances, highlights strategic planning initiatives, summarizes the actual uses of the funding increases, and discusses institutional accomplishments regarding measures taken to improve efficiency and effectiveness.

This report focuses on the major funds at each of the institutions – the general operating funds and restricted funds. General operating funds include operating appropriations, some federal funds (e.g. SCHS, Agriculture Experiment Station, Cooperative Extension Service), interest income, tuition and fee revenues, reimbursed indirect costs, and sales and services. Restricted funds are specifically designated or restricted for a particular purpose or enterprise and include capital appropriations, tuition replacement, gifts, sponsored funding from federal and private sources, residence system revenues, as well as other auxiliary or independent functions such as parking and utility systems.

In FY 2000, the combined revenues for both operating and restricted funds of all Regent institutions totaled \$2.4 billion of which \$1.4 billion represents the general fund and \$1.0 billion represents the restricted fund. The primary sources of these revenues include operating appropriations (27.9%), capital appropriations (0.8%), tuition replacement appropriations (1.2%), federal support (10.7%), tuition and fees (11.4%), reimbursed indirect costs (2.4%), and sales and services (26.5%).

The combined general fund revenues of all Regent institutions totaled \$1.4 billion, which represented 99.9% of the total combined revised budgets. Salary expenditures were 100.0% of these amounts budgeted for this purpose.

The combined restricted fund revenues of all Regent institutions totaled \$1 .0 billion, which was 104.7% of the total budgeted amount. This variance can be attributed primarily to timing of the sale of bonds, which increased bond proceeds for the year more than had been budgeted.

The institutional information indicates that strategic planning initiatives of \$45.3 million were met as budgeted; new appropriations of \$5.4 million, net of salary funding, and new tuition revenues of \$14.2 million were spent as intended; and reallocations of \$28.1 million were accomplished as budgeted. These efforts were accomplished even though the institutions faced a mid-year deappropriation of \$3.4 million.

In July, the Board approved the original FY 2000 general fund operating budgets. During the fiscal year, the Board approved two budget adjustments. In February, the Board approved revised budgets as a result of HF 2039, the FY 2000 deappropriation bill, which reduced state appropriations by approximately \$30 million. The Regent share of that deappropriation was \$3.4 million. In May and June, the Board approved budget ceiling adjustments to allow the Regent institutions the opportunity to expend the additional resources realized from successes in enrolling more students and in obtaining more awards of competitive grants and contracts than had been originally projected.

A comparative matrix of capital expenditures from all funds is provided at the end of the Analysis section on page 9. The table lists institutional expenditures of \$175.4 million in FY 2000 for capital projects with costs exceeding \$250,000. During FY 2000, revenue bonds totaling \$72.8 million were issued for capital projects at the Regent institutions.

Each institution's FY 2000 comprehensive fiscal report is detailed in Attachments A through E.

#### TABLE OF CONTENTS

<b>Attachment A:</b>	<b>University of Iowa</b> (page 10)
<b>Attachment B:</b>	<b>Iowa State University</b> (page 20)
<b>Attachment C:</b>	<b>University of Northern Iowa</b> (page 28)
<b>Attachment D:</b>	<b>Iowa School for the Deaf</b> (page 35)
<b>Attachment E:</b>	<b>Iowa Braille and Sight Saving School</b> (page 39)

## **Background:**

### FISCAL ACCOUNTABILITY

The Board's system of governance is intended to maintain confidence in the financial management of the Regent institutions while allowing the institutions relatively wide latitude in the administration of their internal fiscal affairs.

In accordance with the Board's strategic plan regarding its accountability and stewardship responsibilities the Board, as a governing body, established financial management guidelines for its institutions that help to ensure competent performance. These mechanisms were designed to help the Board proactively and systematically set goals and develop strategies for maximizing achievement within the framework of available funding.

The Comprehensive Fiscal Report brings closure to the budget process for FY 2000 by reporting variances in Board-approved budgets as required in the Boards strategic plan, Action Step 4.1.2.2.

### **BUDGET PROCESS**

Strategic Planning Goal 4.1.1 .O requires the Board annually to review and approve institutional resource allocations and reallocations consistent with the Board and institutional strategic plans. In accordance with this goal and the Board's budget process, budgets are presented to the Board at various times before final approval is requested.

The Board's budget process for the institutions incorporates several key elements including strategic planning, reallocations, state appropriations, tuition and fees, and enrollments.

#### Strategic Planning

The Board views strategic planning as essential to effective governance of the institutions. Through strategic plans, the Board strives to make Iowa public universities and special schools the premier institutions of their type. The budgets of the Regent institutions are based on the strategic planning goals of the Board and the institutions.

#### Reallocations

In 1996, the Board approved a five-year program requiring institutional reallocations of at least 2% per year in order to promote strategic planning goals to increase effectiveness and efficiency. Reallocations are based on changing needs identified by the institutions in accordance with objectives set out in the strategic plans. The institutions use the reallocation process to implement new systems, reflect outcomes of academic as well as non-academic programs, improve services, and fund program enhancements by redirecting resources to signify appropriate and efficient stewardship of resources.

## Revenue Sources

Once the Legislature and the Governor have finalized state appropriations for the Regent institutions, the institutions incorporate the appropriated amounts into the budget. Each year, the state provides funding for implementation of the state salary policy in a separate appropriations bill – by law, the Governor and the Department of Management then make allocations of the salary appropriations to all state agencies, which then merge the new appropriations for salary increases into their operating funds.

Tuition and fee revenues are an integral component of each university's budget. During the Board's annual consideration of rates for tuition and mandatory fees, the universities identify areas that tuition increases would be directed as approved by the Board.

## Budget Ceiling Adjustments

Board policy and Strategic Planning Goal Action Step 4.1.1.5 require the Board to approve all budget ceiling adjustments. Budget ceiling adjustments are implemented to recognize any new revenue or expenses incurred in the current fiscal year. By Iowa Code, additional fiscal year revenues are not allowed to be carried forward to the following fiscal year for expenditure. If an institution anticipates revenues in excess of the Board-approved budget, the institution must present a request for a budget ceiling adjustment to the Board in May or June, pursuant to the Board's Procedural Guide, to be allowed the opportunity to expend the unanticipated funds in the current fiscal year.

## Analysis:

### **I. GENERAL OPERATING FUNDS**

General operating funds include operating appropriations, some federal support, interest income, tuition and fee revenues, reimbursed indirect costs, and sales and services. Interest income earned on general operating funds is retained within these funds.

During FY 2000, there were two Board-approved adjustments made to the original budgets: 1) the mid-year deappropriation presented to the Board in February 2000; and 2) the budget ceiling adjustments presented to the Board in both May and June 2000.

The table below identifies revenues by source in the original budget, all Board-approved budget adjustments, and the revised final budget for all Regent institutions combined.

**General Fund - All Institutions  
FY 2000**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Supplemental/ Other Approp.	Revised Budget
REVENUES					
APPROPRIATIONS					
General	\$676,105,562	(\$3,393,541)	0	\$150,000	\$672,912,021
Other	394,600	0	5,545	50,000	400,145
RESOURCES					
Federal Support	14,850,915	0	353,245	0	15,204,160
Interest	2,269,862	0	398,000	0	2,667,862
Tuition and Fees	245,389,209	0	1,267,000	0	246,656,209
Reimb. Indirect Costs	40,255,466	0	2,750,000	0	43,005,466
Sales and Services	395,982,417	244,405	11,296,240 *	0	407,523,062
Other Income	2,818,936	0	2,885	0	2,821,821
TOTAL REVENUES	\$1,378,066,967	(\$3,149,136)	\$16,072,915	\$200,000	\$1,391,190,746
Hospital patient revenues					

HF 2039, the FY 2000 deappropriation bill, reduced state appropriations by \$30 million and was passed by the Legislature and signed by the Governor on January 18, 2000. The Regent share of the appropriations reduction was \$3.4 million. The difference of \$6,459, not shown here, was the appropriation reduction in the Board Office budget. The University of Iowa Hospitals and Clinics used an additional \$244,405 in paying patient revenues to replace some of the associated UHC appropriation reductions.

The budget ceiling adjustments (1.2% of original budget) reflect the successes of the Regent institutions to increase various revenue sources. Some of these successes include:

- . Increased enrollments -which provide more revenues from tuition and fees.
- . Strong grant and contract activity-which contributes to an increase in indirect cost recovery funds.
- . Increase in patient revenues (sales and services) at the University of Iowa Hospitals and Clinics -which results from increased costs of pharmaceuticals and medical/surgical supplies.

State appropriations reflect actions taken during the 2000 legislative session to provide more funding to Iowa State University for the Iowa Concern Hotline (\$150,000) and John's Disease research (\$50,000).

The following table presents the combination of revenues, expenditures, and variance for the combined general fund for all Regent institutions.

**General Fund - All Institutions  
FY 2000**

	Revised Budget	Actual	Variance Over/(Under)	Actual as % of Budget
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$672,912,021	\$672,912,022	\$1	100.0%
Other	400,145	394,600	(5,545)	98.6%
<b>RESOURCES</b>				
Federal Support	15,204,160	14,698,057	(506,103)	96.7%
Interest	2,667,862	2,593,355	(74,507)	97.2%
Tuition and Fees	246,656,209	246,129,703	(526,506)	99.8%
Reimbursed Indirect Costs	43,005,466	43,124,095	118,629	100.35%
Sales and Services	407,523,062	407,274,272	(248,790)	99.9%
Other Income	2,821,821	2,698,533	(123,288)	95.65%
<b>TOTAL REVENUES</b>	<b>\$1,391,190,746</b>	<b>\$1,389,824,637</b>	<b>(\$1,366,109)</b>	<b>99.9%</b>
<b>EXPENDITURES</b>				
Salaries	\$981,812,776	\$981,846,817	\$34,041	100.0%
Prof. /Scientific Supplies	235,656,087	246,952,178	11,296,091	104.8%
Library Acquisitions	17,681,280	17,917,559	236,279	101.3%
Rentals	6,677,267	6,852,961	175,694	102.6%
Utilities	51,042,487	50,068,305	(974,182)	98.1%
Building Repairs	26,969,597	23,649,160	(3,320,437)	87.74%
Auditor of State	1,107,981	799,144	(308,837)	72.19%
Equipment	27,106,205	19,772,636	(7,333,569)	72.97%
Aid to Individuals	43,137,066	42,507,978	(629,088)	98.5%
<b>TOTAL EXPENDITURES</b>	<b>\$1,391,190,746</b>	<b>\$1,390,366,738</b>	<b>(\$824,008)</b>	<b>99.9%</b>

**COMPARISON OF REVISED BUDGET TO ACTUAL — REVENUES AND EXPENDITURES**

Increased appropriations, tuition revenues, and reallocations were all directed toward implementing initiatives linked to the institutional strategic planning goals. The combined general fund revenues of all Regent institutions totaled \$1.4 billion, which represented 99.9% of the total combined revised budgets. The institutions expended 100.0% of their total general fund budgeted salaries.

**STRATEGIC PLANNING INITIATIVES**

University of Iowa (page 13)	\$19,536,000
Iowa State University (page 22)	16,040,393
University of Northern Iowa (page 29)	9,052,127
Iowa School for the Deaf (page 36)	402,743
Iowa Braille and Sight Saving School (page 40)	313,731
	<u>\$45,344,994</u>

Funding from new initiatives and reallocated funds were consistent with Board and institutional strategic planning goals.

**INSTITUTIONAL INITIATIVES FUNDED BY NEW APPROPRIATIONS**

University of Iowa (page 14)	\$1,560,000
Iowa State University (page 23)	2,500,000
University of Northern Iowa (page 30)	867,500
Iowa School for the Deaf (page 37)	269,209
Iowa Braille and Sight Saving School (page 42)	162,827
	<u>\$5,359,536</u>

New FY 2000 appropriated funds for institutional initiatives, net of salary funding, were expended in accordance with the approved budgets. The FY 2000 salary adjustment funding of \$27.9 million was expended to fund compensation increases in line with the state salary policy.

**FY 2000 DEAPPROPRIATIONS**

University of Iowa (page 10)	\$1,563,634
Iowa State University (page 20)	1,320,567
University of Northern Iowa (page 28)	446,351
Iowa School for the Deaf (page 35)	40,631
Iowa Braille and Sight Saving School (page 39)	22,358
	<u>\$3,393,541</u>

Each institution was guided by its strategic plan in implementing the overall reduction.

**NEW TUITION REVENUES**

University of Iowa (page 15)	\$6,455,000
Iowa State University (page 24)	5,069,120
University of Northern Iowa (page 31)	2,690,000
	<u>\$14,214,120</u>

The total tuition increases for FY 2000 were expended as outlined in the approved budgets.

**REALLOCATIONS**

University of Iowa (page 15)	\$14,726,000
Iowa State University (page 24)	9,473,082
University of Northern Iowa (page 32)	3,583,644
Iowa School for the Deaf (page 37)	169,800
Iowa Braille and Sight Saving School (page 42)	183,731
	<u>\$28,136,257</u>

In accordance with the Board's five-year program of reallocations averaging two percent per year, the institutions accomplished their reallocations as budgeted.

In July, the Board requested the institutions to begin compiling detailed reallocation data for the five-year period, FY 1997 through FY 2001, for review and evaluation of the Regent reallocation program. The evaluation is expected to be presented to the Board after the end of FY 2001.

II. RESTRICTED FUNDS

Restricted fund revenues are specifically designated or restricted for a particular purpose or enterprise. These revenues include capital appropriations, tuition replacement appropriations, gifts, sponsored funding from federal and private sources, residence system revenues, as well as other auxiliary or independent functions such as parking systems. With respect to capital appropriations, the revenues reflect the drawdowns of funds from current and prior fiscal years, while the budgets reflect the total amounts appropriated by the state. Interest earnings within bonded enterprises (e.g. residence systems, utility systems, UIHC) are retained within the individual bonded enterprise.

The following table compares restricted funds budgeted revenues and expenditures with actual revenues and expenditures and identifies the variances.

**Restricted Fund - All Institutions  
FY 2000**

	Revised Budget	Actual	Variance Over/(Under)	Actual as % of Budget
<b>REVENUES</b>				
APPROPRIATIONS				
Capital	\$23,924,500	\$20,379,997	(\$3,544,503)	85.2%
Tuition Replacement	27,927,851	27,927,851	-	100.0%
Technology	100,000	100,000	-	100.0%
RESOURCES				
Federal Support	232,399,553	243,004,165	10,604,612	104.6%
interest	6,798,041	6,302,802	(495,239)	92.7%
Tuition and Fees	28,040,308	30,067,012	2,026,704	107.2%
Reimbursed Indirect Costs	12,701,250	15,061,251	2,360,001	118.6%
Sales and Services	213,667,646	231,849,080	18,181,434	106.5%
Other Income	433,000,764	449,392,826	16,392,062	103.8%
<b>TOTAL RESOURCES</b>	<b>\$978,559,913</b>	<b>\$1,024,084,984</b>	<b>\$45,525,071</b>	<b>104.7%</b>
EXPENDITURES				
Salaries	\$339,475,010	\$349,703,954	\$10,228,944	103.0%
Prof. /Scientific Supplies	293,427,192	298,294,838	4,867,646	101.7%
Library Acquisitions	8,000	3,436	(4,562)	43.0%
Rentals	7,101,600	7,499,892	398,292	105.6%
Utilities	14,734,641	13,349,565	(1,385,076)	90.6%
Building Repairs	17,215,819	24,652,019	7,436,200	143.2%
Auditor of State	5,000	0	(5,000)	0.0%
Equipment	26,557,161	26,740,637	183,476	100.7%
Aid to individuals	64,656,001	66,203,512	1,547,511	102.4%
Debt Service	59,753,489	60,406,119	652,630	101.1%
Plant Capital	178,926,000	208,408,981	29,482,981	116.5%
<b>TOTAL EXPENDITURES</b>	<b>\$1,001,859,913</b>	<b>\$1,055,262,955</b>	<b>\$53,403,042</b>	<b>105.3%</b>

The' FY 2000 restricted fund budgets include amounts appropriated to the Board for capital improvements. The variance between revenues and expenditures is the result of actual capitals reflecting drawdowns of appropriations from current and prior fiscal years, while budgeted capitals record the amount appropriated by the state.

The residence system and athletic budgets are part of the restricted budget, however, each come to the Board individually for approval. Tables comparing residence system and athletic budgeted revenues and expenditures with actual revenues and expenditures as well as the variances are identified in each University attachment (A – C).

**CAPITAL EXPENDITURES - FY 1998 THROUGH FY 2000**

	<b>Projects with Costs Exceeding \$250,000 - All Funds</b>					
	<b>FY 1998</b>		<b>FY 1999</b>		<b>FY 2000</b>	
	<b># Projects</b>	<b>Expenditures</b>	<b># Projects</b>	<b>Expenditures</b>	<b># Projects</b>	<b>Expenditures</b>
SUI	162	\$64,131,303	181	\$85,833,701	214	\$95,399,198
ISU	67	41,009,549	72	58,915,031	77	59,300,678
UNI	<u>24</u>	<u>16,300,641</u>	<u>30</u>	<u>21,227,789</u>	<u>45</u>	<u>20,716,853</u>
<b>Total</b>	<b>2 5 3</b>	<b>\$121,441,493</b>	<b>283</b>	<b>\$165,976,521</b>	<b>3 3 6</b>	<b>\$175,416,729</b>

\* As submitted by the institutions on capital project status reports.

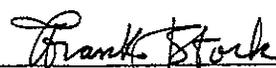
The Board of Regents Strategic Plan, Action Step 4.3.3.2, requires the development of a matrix of capital expenditures from all funds and a comparison of year-to-year trends.

The above table compares institutional expenditures for FY 1998, FY 1999, and FY 2000 for capital projects with project costs exceeding \$250,000. The data are from status reports filed by the institutions per Iowa Code.

The reports include expenditures from all sources of funds including capital appropriations; building renewal (repair) funds; institutional road funds; gifts and grants; income from treasurer's temporary investments; proceeds of academic building, dormitory, telecommunications, and other revenue bond issues; and university hospitals building usage funds.

- FY 2000 expenditures at the University of Iowa reflect increased construction activity resulting, in part, from capital projects authorized by the 1996 and 1997 General Assemblies.
- The FY 2000 expenditures also reflect construction activity financed by the sale of revenue bonds. In FY 2000, \$72.8 million in bonds were issued for projects including residence hall, parking facility, and telecommunications projects. Expenditures for these bond sales through June 30, 2000 are reflected in the above numbers.

  
Debra A. Hendrickson  
dh\h:\bf\2000\00octdoc\octgd11.doc

Approved:   
Frank J. Stork

**Attachment A**  
**UNIVERSITY OF IOWA**  
**FY 2000 General Fund**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Revised Budget
REVENUES				
APPROPRIATIONS				
General	\$311,582,653	(\$1,563,634)		\$310,019,019
RESOURCES				
Federal Support	2,654,280	0	0	2,654,280
Interest	938,000	0	0	938,000
Tuition and Fees	118,291,735	0	400,000	118,691,735
Reimbursed Indirect Costs	30,704,370	0	1,300,000	32,004,370
Sales and Services	394,322,252	244,405	11,272,615	406,339,272
Other Income	1,550,936	0	2,885	1,553,821
<b>TOTAL REVENUES</b>	<b>\$860,544,226</b>	<b>(\$1,319,229)</b>	<b>\$12,975,500</b>	<b>\$872,200,497</b>

The University of Iowa's portion of the deappropriation was \$1.6 million. The University allocated the deappropriation across various departments and delayed some equipment purchases and personnel searches. The University of Iowa Hospitals and Clinics used an additional \$244,405 in paying patient revenues to replace the associated UHC appropriation reductions.

The University of Iowa had a budget ceiling adjustment of \$12.98 million. The largest portion of that was \$11.3 million for the University of Iowa Hospitals and Clinics due to increased sales and services revenues from pharmaceuticals and medical/surgical supplies. Tuition and fees and reimbursed indirect costs increased by \$1.7 million.

University Approp. Units *	Revised Budget	Actual	Over/(Under)	Percent
<b>REVENUES</b>				
General Appropriations	\$261,382,411	\$261,382,411	\$	100.0%
<b>RESOURCES</b>				
Interest	938,000	905,773		96.6%
Tuition and Fees	118,691,735	118,707,995	(32,227)	100.0%
Reimbursed Indirect Costs	30,283,370	29,799,461	(483,909)	98.4%
Sales and Services	1,937,123	1,927,605	(9,518)	99.5%
Other Income	225,000	214,837	(10,163)	95.5%
<b>TOTAL REVENUES</b>	<b>\$413,457,639</b>	<b>\$412,938,082</b>	<b>(\$519,557)</b>	<b>99.9%</b>
<b>EXPENDITURES</b>				
Salaries	\$310,177,396	\$309,742,199	(435,197)	99.9%
Prof. /Scientific Supplies	38,719,849	38,662,761	(57,088)	99.9%
Library Acquisitions	8,961,574	9,029,646	68,072	100.8%
Rentals	1,021,000	1,499,520	478,520	146.9%
Utilities	19,091,151	17,338,043	(1,753,108)	90.8%
Building Repairs	8,129,854	8,913,812	783,958	109.6%
Auditor of State	428,913	349,027	(79,886)	81.4%
Equipment	7,735,460	7,128,073	(607,387)	92.1%
Aid to Individuals	19,192,442	20,275,001	1,082,559	105.6%
<b>TOTAL EXPENDITURES</b>	<b>\$413,457,639</b>	<b>\$412,938,082</b>	<b>(\$519,557)</b>	<b>99.9%</b>
<b>Hospital Approp. Units*</b>				
<b>REVENUES</b>				
General Appropriations	\$48,636,608	\$48,636,608		100.0%
<b>RESOURCES</b>				
Federal Support	2,654,280	2,176,659	(477,621)	82.0%
Reimbursed Indirect Costs	1,721,000	2,145,337	424,337	124.7%
Sales and Services	404,402,149	404,160,737	(241,412)	99.9%
Other Income	1,328,821	1,149,431	(179,390)	86.5%
<b>TOTAL REVENUES</b>	<b>\$458,742,858</b>	<b>\$458,268,772</b>	<b>(\$474,086)</b>	<b>99.9%</b>
<b>EXPENDITURES</b>				
Salaries	\$280,964,048	\$280,022,547	(941,501)	99.7%
Prof. /Scientific Supplies	145,335,910	158,212,573	12,876,663	108.9%
Rentals	3,806,200	3,542,020	(264,180)	93.1%
Utilities	11,663,100	11,903,596	240,496	102.1%
Building Repairs	7,827,400	2,257,408	(5,569,992)	28.8%
Equipment	9,146,200	2,654,903	(6,491,297)	29.0%
<b>TOTAL EXPENDITURES</b>	<b>\$458,742,858</b>	<b>\$458,593,047</b>	<b>(\$149,811)</b>	<b>100.0%</b>
<b>Total General Fund</b>				
<b>REVENUES</b>				
General Appropriations	\$310,019,019	\$310,019,019	0	100.0%
<b>RESOURCES</b>				
Federal Support	\$2,654,280	\$2,176,659	(477,621)	82.0%
interest	\$938,000	\$905,773	(32,227)	96.6%
Tuition and Fees	\$118,691,735	\$118,707,995	16,260	100.0%
Reimbursed Indirect Costs	\$32,004,370	\$31,944,798	(59,572)	99.8%
Sales and Services	\$406,339,272	\$406,088,342	(250,930)	99.9%
Other Income	\$1,553,821	\$1,364,268	(189,553)	87.8%
<b>TOTAL REVENUES</b>	<b>\$872,200,497</b>	<b>\$871,206,854</b>	<b>(\$993,643)</b>	<b>99.9%</b>
<b>EXPENDITURES</b>				
Salaries	\$591,141,444	\$589,764,746	(1,376,698)	99.8%
Prof. /Scientific Supplies	184,055,759	196,875,334	12,819,575	107.0%
Library Acquisitions	8,961,574	9,029,646	68,072	100.8%
Rentals	4,827,200	5,041,540	214,340	104.4%
Utilities	30,754,251	29,241,639	(1,512,612)	95.1%
Building Repairs	15,957,254	11,171,220	(4,786,034)	70.0%
Auditor of State	428,913	349,027	(79,886)	81.4%
Equipment	16,881,660	9,782,976	(7,098,684)	58.0%
Aid to individuals	19,192,442	20,275,001	1,082,559	105.6%
<b>TOTAL EXPENDITURES</b>	<b>\$872,200,497</b>	<b>\$871,531,129</b>	<b>(\$669,368)</b>	<b>99.9%</b>

\* Includes all university appropriation units except for the hospital appropriation units.

† Includes University Hospitals, Psychiatric Hospital, SCHS, and Hospital School.

## COMPARISON OF REVISED BUDGET TO ACTUAL – GENERAL FUND

The University of Iowa has nine appropriation units that make up the general operating fund. They are: 1) General University; 2) University Hospital; 3) Psychiatric Hospital; 4) Hospital School; 5) Oakdale Campus; 6) Hygienic Laboratory; 7) Family Practice; 8) SCHS; and 9) Special Purpose.

The General University appropriation unit revenue sources provide the funding for the general education of students.

Actual FY 2000 total general fund revenues were \$871.2 million (99.9% of revised budget) and expenditures were \$871.5 million (99.9% of revised budget).

### University Appropriation Units (Excluding UIHC)

Actual FY 2000 general operating fund revenues and expenditures were \$412.9 million (99.9% of revised budget). General University revenues were 99.9% of budget as revised by the \$1.7 million budget ceiling request approved in May 2000.

Salary expenditures were slightly under the revised budget. Aid to individuals was over the revised budget by approximately \$1.1 million. This resulted in student aid being 17.1% of tuition revenue, exceeding the University's 16% target.

The substantial savings from utilities of \$1.8 million resulted from the university's reduction of associated costs as well as savings from the Utility System bond refunding. In FY 2000, utility savings offset a number of other expenditure categories that exceeded budget such as supplies, rentals, and building repairs.

### University of Iowa Hospitals and Clinics

Actual FY 2000 revenues for University Hospitals and Clinics, Psychiatric Hospital, Hospital School, and SCHS were \$458.3 million (99.9% of revised budget) while expenditures were \$458.6 million (99.9% of revised budget). The variance between revenues and expenditures is due to the delay in receipt of Federal Block grant revenues for the SCHS program.

University Hospitals and Clinics, Psychiatric Hospital, SCHS, and Hospital School salary expenditures were \$280.0 million (99.7% of budget). Supplies were over budget by \$12.9 million while building repairs and equipment were under budget by \$5.6 million and \$6.5 million, respectively. Timing of capital expenditure was delayed to offset significant increases beyond budget levels for patient care supplies and pharmaceuticals.

STRATEGIC PLANNING INITIATIVES

In FY 2000, new revenues and internal reallocations of \$19.5 million enabled the University of Iowa to advance toward its strategic planning goals.

University of Iowa  
FY 2000  
Strategic Planning Allocations

- Goal #1: Comprehensive strength in undergraduate programs
- Goal #2: Premier graduate and professional programs in a significant number of areas
- Goal #3: A faculty of national and international distinction
- Goal #4: Distinguished research and scholarship
- Goal #5: A culturally diverse and inclusive university community
- Goal #6: Strong ties between the university and external constituencies
- Goal #7: A high-quality academic and working environment

<u>Initiatives</u>	<u>Goals</u>	<u>Amount</u>
Arts and Humanities	1,2,3,4	325,000
Asset Management Design & Implementation	1,2,7	130,000
Biosciences	1,2,3,4	1,025,000
Central Investment Fund Research	2,3,4	500,000
Central Research Facilities	2,3,4	670,000
College of Pharmacy	1,2,3,4	232,000
Collegiate Reallocations	1,2,3,4,5,7	8,194,000
Dentistry Surcharge	2	57,000
Facilities Services Restructuring	7	377,000
HR Design & Implementation	1,2,7	350,000
Improve Undergraduate Education	1,5	600,000
Law Surcharge	2	166,000
Provost Intercollegiate Reallocations	1,2,3,4,5	1,762,000
Research Incentive Program Reallocations	2,3,4	1,000,000
Student Aid Increases	1,2	1,382,000
Student Services	1,2,7	426,000
Iowa Student Union Support	1,2,7	300,000
Womens Athletics	1,5,7	389,000
Next Generation Science	2,3,4	300,000
Applied Music Fees	1	45,000
Provost Liberal Arts	1,2,3,4	425,000
Private Gift and Grant Support Services	1,2,3,4,6	190,000
Phototonics and Quantum Electronics Lab	4	136,000
Human Resource Restructuring	7	238,000
Business Services Restructuring	7	315,000
Total		<u>\$19,536,000</u>

## NEW APPROPRIATIONS

The University of Iowa used new state appropriations for the following:

Salary Funding		\$12,895,291
Institutional Initiative Funding		
Undergraduate Education	860,000	
Biosciences	100,000	
Arts and Humanities Research	100,000	
Opening New Buildings	200,000	
Next Generation Science	300,000	
		<u>1,560,000</u>
Total		\$14,455,291

FY 2000 salary adjustment funding of \$12.9 million was used to fund compensation increases in line with the state salary policy.

The Office of the Provost utilized the \$860,000 provided to improve undergraduate education in a number of areas including improving classroom equipment and technology, the College of Business Career Services program, a new undergraduate program in the College of Nursing, and curriculum improvements in the College of Engineering.

FY 2000 appropriated funds for Biosciences continued to target the majority of its funding, toward faculty and staff start-up expenses. During this period, new faculty recruitment was supported in the Colleges of Dentistry, Engineering, Liberal Arts, and Medicine.

New appropriations for Arts and Humanities were used to maintain and advance the university's worldwide reputation for humanities scholarship and work in the creative and performing arts. There were 55 competitively awarded grants and 27 discretionary awards made to scholars and creative and performing artists.

The appropriation for Opening New Buildings was used for six months of operating expenses for the Biology East Addition.

The Next Generation Science funds were allocated to the Building Renewal budget to support the laboratory renewal needs of new faculty. This included support for completion of laboratory facilities on the third floor of Iowa Advanced Technology Laboratory.

NEW TUITION REVENUES \$6,455,000

The University allocation of new tuition revenues in relationship to the University's strategic plan is as follows:

Student Aid Set Aside	\$1,382,000
Law Surcharge	168,000
Dentistry Surcharge	57,000
Library Inflation	600,000
Building Renewal	300,000
Applied Music Fees	45,000
Womens Athletics	389,000
Student Services	286,000
Student Union Support	300,000
Provost	425,000
Cost of Enrollment	1,000,000
Opening New Buildings	180,000
College of Pharmacy	232,000
Partial Amortization of Systems and Year 2000 Costs	<u>1,091,000</u>
Total	<u>\$6,455,000</u>

#### REALLOCATIONS

Reallocations as outlined in the FY 2000 final budget document of \$14.7 million (3.9% of general university budget) were accomplished substantially as budgeted. There were approximately \$1.6 million additional reallocations that occurred.

The College of Medicine reallocated an additional \$1.0 million for faculty bridging, developing the college's Intranet, hiring a new counselor for students, and providing additional funding for faculty start-up commitments.

The College of Dentistry reallocated \$500,000 from delays in filling faculty positions to support the development and implementation of the Oral Health information System and the implementation of a new curriculum for the first and second years of the DDS program.

The College of Liberal Arts reallocated \$100,000 of additional funds available due to retirements to support instructional equipment and faculty start-up commitments.

## EFFICIENCY AND EFFECTIVENESS

The University identified several examples of initiatives during FY 2000 that were designed to increase efficiency and effectiveness and improve customer services as described below.

The University continued investing in administrative information system upgrades in FY 2000. Specifically, the first phase of ISIS on the Web, a web-based student registration system, was completed in FY 2000. This new web-based system provides students a portal to the University's course and academic-related systems as well as web-based e-mail. Student reaction to the new system has been overwhelmingly positive.

The first phase of the new electronic library card catalogue, Ex Libris, was completed in FY 2000. This web-based system provides a new, more advanced, set of data search and query tools for students, faculty, and staff. Also in FY 2000, the University Library started the process of adding over 750,000 titles to the electronic catalogue that had previously been available only via paper record. The completion of the Library's system improvements have opened the door for the University to become a more active participant in the Committee on Institutional Cooperation's (CIC) Virtual Electronic Library program. The University's participation in this project provides students, faculty, and staff electronic access to the library collections of all CIC institutions.

The University made changes in several faculty-related policies in FY 2000 that support process improvements or increased effectiveness in the future. Specific examples include the adoption of new faculty promotion and tenure guidelines. The new guidelines provide a clearer set of instructions to faculty and academic administrators about the procedures and documentation that will be required for considering future promotion and tenure decisions. The University also sought and received Regent approval for amendments to the clinical-track faculty policy. The new policy will enable colleges to determine if they want to increase the number or percentage of clinical-track faculty within their units. These changes will enable colleges to better address the specific needs they face.

A number of academic units were reorganized in FY 2000. The goal of these reorganizations was to provide more effective administrative oversight to these units. Specific examples of the FY 2000 reorganizations include the move of the School of Library and Information Sciences (SLIS) from the College of Liberal Arts to the Graduate College. The Graduate College is currently the administrative home for a number of graduate interdisciplinary programs and will provide effective oversight for this unit. Administrative oversight for the International Writer's Program (IWP) was moved from the College of Liberal Arts to the Vice President for Research. IWP is a creative center for scholarship and research. The Vice President for Research currently oversees a number of research and scholarly centers and will provide effective leadership for the IWP. Finally, the University's International Program (IP) unit reorganized in FY 2000 focusing on academic research areas to achieve the internationalization efforts outlined in the University's 2000-2005 strategic plan.

Members of the University of Iowa General Stores staff teamed with the University Hospital to find ways of reducing hospital costs. The team is showing an expense savings of 20% for supplies purchased through General Stores using on-line ordering, one day service, and desktop delivery.

Central Mailing Service reports several initiatives during FY 2000 aimed at greater efficiency and effectiveness including: 1) A new contract for presort desktop mail to eliminate handling charges; 2) New software on the web eliminating the need for printed two-part shipping forms, addressed packages, and key punched outgoing parcels; 3) New procedures to reduce costs associated with flat mail by 15%; 4) A new contract to reduce the cost of international mail by 69%; 5) New software to collect postage and shipping costs, reducing handling cost and improving tracking and auditing; and 6) New tabbing technology to reduce postage costs of self-mailers for customers.

In Printing Service, a new digital plate maker increased efficiencies in the PrePress area by eliminating one production step. Archival scanning for many of the departments on campus has increased efficiency by making files available at the work station instead of requiring hard copy retrieval by staff and considerably reducing the need for hard copy storage.

In the University Laundry, washing chemical expenses have been reduced through volume purchasing and improved consumption control using computer programs for monitoring use rates. A new Windows based garment bar code labeling and tracking system greatly improved the Laundry's charging system.

The Purchasing Department added several services on the web to enhance customer service. These include voucher reports, automated procurement card process, invoices, purchasing contracts and a user guide.

The Treasurer's Office reduced costs by increasing the number of transactions done by Automated Clearing House vs. wire transfer. Also, more favorable banking fees were negotiated and improved availability of funds was accomplished.

**University of Iowa - Restricted Fund  
FY 2000**

	Revised Budget	Actual	Variance Over/(Under)	Percent
REVENUES				
APPROPRIATIONS				
Capital	\$7,083,500	\$7,245,000	\$161,500	102.3%
Tuition Replacement	11,939,084	11,939,510	426	100.0%
Technology	39,500	39,500	0	100.0%
RESOURCES				
Federal Support	135,413,000	137,392,794	1,979,794	101.5%
Tuition and Fees	16,326,000	17,205,149	879,149	105.4%
Reimbursed Indirect Costs	9,864,000	11,717,126	1,853,126	118.8%
Sales and Services	160,238,000	158,493,570	(1,744,430)	98.9%
Other income	177,283,000	157,345,872	(19,937,128)	88.8%
TOTAL REVENUES	\$518,186,084	\$501,378,521	(\$16,807,563)	96.8%
EXPENDITURES				
Salaries	\$186,787,000	\$194,303,711	\$7,516,711	104.0%
Prof./Scientific Supplies	132,244,584	134,461,312	\$2,216,728	101.7%
Rentals	6,536,000	6,827,069	\$291,069	104.5%
Utilities	6,147,000	4,899,365	(\$1,247,635)	79.7%
Building Repairs	3,528,500	3,429,853	(\$98,647)	97.2%
Equipment'	12,795,000	12,656,558	(\$138,442)	98.9%
Aid to individuals	31,016,000	31,198,219	\$182,219	100.6%
Debt Service	31,720,000	32,530,336	\$810,336	102.6%
Plant Capital	130,712,000	141,317,270	\$10,605,270	108.1%
TOTAL EXPENDITURES	\$541,486,084	\$561,623,693	\$20,137,609	103.7%

Restricted funds at the University of Iowa include such revenue sources as capital and tuition replacement appropriations, federal support, and sales and services. Other University activities within this fund include continuing education programs, medicine and dentistry practice plan funds, sport camp activities, conferences and institutes, various publications and workshops related to academic departments, intercollegiate athletics, residence halls, Memorial Union operations, student health, recreational services, Hancher Auditorium, parking and transportation, and sponsored activities (primarily research and student aid).

Other income includes: non-federal gifts, grants and contracts; interest, dividends and capital gains and losses; workshops and seminars; commissions; royalties; non-credit course fees; rental of equipment; parking and other fines; sales salvage and recycling; and other miscellaneous revenue.

Virtually every department on campus is involved in revenue and expenditure planning of restricted funds. This process is intended to allow the University to meet its most critical needs and provide essential services within the limits of available resources, guided by the strategic plan.

Actual capital appropriations represent the drawdowns of capital appropriations, based on the construction schedules for approved capital projects.

**COMPARISON OF BUDGET TO ACTUAL — RESTRICTED FUND**

Restricted Fund revenues were \$501.4 million (96.8% of budget.)

**REGENT TECHNOLOGY INITIATIVES**

The University of Iowa's portion of the supplemental technology appropriation was \$39,500. This provided partial funding of a project to purchase and install instructional sound and audiovisual systems to serve the newly remodeled MacBride Hall Auditorium and total funding of a project to purchase and install equipment in the newly remodeled virtual classroom in the English-Philosophy building.

**RESIDENCE SYSTEM AND INTERCOLLEGIATE ATHLETICS**

The following tables compare residence system and athletic budgeted revenues and expenditures with actual revenues and expenditures and identify the variances.

<b>Residence System</b>				
	<u>Budget</u>	<u>Actual</u>	<u>Variance Over/(Under)</u>	<u>Percent</u>
Receipts	\$27,643,438	\$28,245,101	\$601,663	102.2%
Disbursements	20,872,589	19,325,806	(1,546,783)	92.6%

Contract and interest income were higher than budget, while utilities were less than budget.

<b>Intercollegiate Athletics</b>				
	<u>Budget*</u>	<u>Actual</u>	<u>Variance Over/(Under)</u>	<u>Percent</u>
Receipts	\$26,080,500	\$27,194,624	\$1,114,124	104.3%
Disbursements	26,035,073	27,427,292	1,392,219	105.3%

\*Budget was adjusted to include athletic scholarships as requested by the Board.

Athletic conference income and alumni/foundation support were higher than budget, while men's sports and general and administrative expenses were more than budget.

**Attachment B**  
**IOWA STATE UNIVERSITY**  
**FY 2000 General Fund**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Supplemental Approp.	Revised Budget
REVENUES					
APPROPRIATIONS					
General	\$263,147,051	(\$1,320,567)	0	\$ 200,000	\$262,026,484
Other	200,000	0	0	0	200,000
RESOURCES					
Federal Support	11,999,235	0	353,245	0	12,352,480
interest	975,000	0	100,000	0	1,075,000
Tuition and Fees	94,051,537	0	(400,000)	0	93,651,537
Reimbursed Indirect Cost?	8,630,000	0	1,000,000	0	9,630,000
Sales and Services	262,000	0	0	0	262,000
Other Income	1,268,000	0	0	0	1,268,000
<b>TOTAL REVENUES</b>	<b>\$380,532,823</b>	<b>(\$1,320,567)</b>	<b>\$1,053,245</b>	<b>\$200,000</b>	<b>\$380,465,501</b>

Iowa State University's portion of the deappropriation was \$1.3 million. The University decreased the number of teaching assistants available to support faculty and students and reduced the number of staff available to provide laboratory assistance and support to faculty in their teaching role. The development of web-based formats for on campus and distance education classes were delayed. Fewer improvements to teaching equipment were made during this fiscal year. In isolated areas, class sizes for the spring semester were increased to accomplish the teaching needed with fewer temporary faculty.

Iowa State University had a budget ceiling adjustment of \$1.1 million. General University revenues increased by \$700,000 and ISU used these additional funds to address high priority needs in the technology and building repair categories. Agriculture and Home Economic Experiment Station had increased federal revenues of \$269,671 and Cooperative Extension Service increase was \$83,574. ISU used these additional funds for supplies and services.

	Revised Budget	Actual	Variance Over/(Under)	Percent
<b>EVENUES</b>				
<b>PPROPRIATIONS</b>				
General	\$262,026,484	\$262,026,485	\$1	100.0%
Other	200,000	200,000	\$0	100.0%
<b>ESOURCES</b>			\$0	
Federal Support	12,352,480	12,352,480	\$74,661	100.0%
interest	1,075,000	1,149,661		106.9%
Tuition and Fees	93,651,537	93,251,187	(\$400,350)	99.6%
Reimbursed Indirect Costs	9,630,000	9,873,618	\$243,618	102.5%
Sales and Services	262,000	263,290	\$1,290	100.5%
Other Income	1,268,000	1,334,265	\$66,265	105.2%
<b>TOTAL REVENUES</b>	<b>\$380,465,501</b>	<b>\$380,450,986</b>	<b>(\$14,515)</b>	<b>100.0%</b>
<b>XPENDITURES</b>				
Salaries	\$283,646,708	\$285,186,051	\$1,539,343	100.5%
Prof. /Scientific Supplies	37,996,595	37,502,066	(494,529)	98.7%
Library Acquisitions	6,929,261	6,967,701	38,440	100.6%
Rentals	1,128,067	1,098,656	(29,411)	97.4%
Utilities	17,516,057	17,918,030	401,973	102.3%
Building Repairs	8,405,092	9,864,266	1,459,174	117.4%
Auditor of State	462,314	262,646	(199,668)	56.8%
Equipment	7,396,958	6,776,330	(620,628)	91.6%
Aid to Individuals	16,984,449	15,093,065	(1,891,384)	88.9%
<b>TOTAL EXPENDITURES</b>	<b>\$380,465,501</b>	<b>\$380,668,811</b>	<b>\$203,310</b>	<b>100.1%</b>

**COMPARISON OF FY 2000 REVISED BUDGET TO ACTUAL - GENERAL FUND**

Iowa State University has six appropriation units that make up the general operating fund. They are: 1) General University; 2) Plant Sciences; 3) IPRT; 4) Agriculture Experiment Station; 5) Cooperative Extension; and 6) Special Purpose.

The General University appropriation unit revenue sources provide the funding for the general education of students.

Actual FY 2000 total general operating fund revenues were \$380.5 million (100.0% of revised budget) and expenses were \$380.7 million (100.1% of revised budget). General University revenues and expenditures were 100% of the budget as revised by the \$1.1 million mid-year deappropriation and the \$700,000 budget ceiling adjustment approved in May 2000.

Salaries were slightly over budget at 100.9% due to hiring of over 100 new faculty to replace retiring faculty. Student financial aid was at 88.9% of budget due to an accounting anomaly, resulting in some of the expenditures being reported with the restricted fund scholarships.

Iowa State University's remaining appropriation units (not General University) are as follows:

- Special purpose revenues were 97.0% of budget.
- Plant Sciences and IPRT revenues were equal to budget.
- Agriculture Experiment Station revenues were 99.99% of budget;
- Cooperative Extension revenues were 99.98% of budget; and

STRATEGIC PLANNING INITIATIVES

In FY 2000, through new appropriations, non-appropriated revenue increases, and reallocated funds, Iowa State University was able to direct \$16.0 million toward its strategic planning goals as outlined below,

GOAL 1: Undergraduate Education		\$6,188,188
Student Aid Set-Aside	942,641	
Instructional Support	1,654,264	
Learning Communities	500,000	
Building and Utility Systems Repair/Heating Modernization	342,436	
Enrollment Services Strategic Initiatives	390,840	
Refocused/Redirected Faculty/Staff Disciplinary Effort	761,021	
Recruitment, Retention, Advising, Scholarship Support	663,271	
Strategic Initiatives (Pending Commitments)	518,827	
Other	394,888	
GOAL 2: Graduate Education and Research		5,114,226
Center of Excellence in Fundamental Plant Sciences	2,200,000	
Faculty/Staff Support	1,526,829	
Graduate Assistant Tuition Scholarships	350,000	
Building and Utility Systems Repair/Heating Modernization	340,000	
Other	697,397	
GOAL 3: Outreach and Extension		1,818,180
"Extension 21"	300,000	
Pesticide Applicator Training Program	200,000	
Refocused/Redirected Faculty/Staff Disciplinary Effort	239,523	
Faculty and P&S Staff Support for Outreach Effort	572,093	
Building and Utility Systems Repair/Heating Modernization	110,000	
Other	396,564	
GOAL 4: Stimulating and Supportive Environment		767,330
Building and Utility Systems Repair/Heating Modernization	240,220	
Flexibility/Responsiveness in Student Services	143,361	
Other	383,749	
GOAL 5: Information Technology		1,719,968
Computational Science and Engineering	200,000	
Academic Information Technology	500,000	
Refocused/Redirected Faculty/Staff Disciplinary Effort	115,255	
Support for Technology Initiatives	485,916	
Centralized Accounts Payable Services	295,000	
Other	123,797	
GOAL 6: Economic Development/Env. Stewardship		432,501
Faculty/Staff Support for Economic Development	410,265	
Other	22,216	
<b>TOTAL</b>	<b>16,040,393</b>	<b>\$16,040,393</b>

## NEW APPROPRIATIONS

Iowa State University used new state appropriations for the following:

Salary Funding		\$10,488,821
Institutional Initiative Funding		
Center of Excellence for Fundamental Plant Sciences	2,200,000	
Extension 21	300,000	
		<u>2,500,000</u>
Total		\$12,988,821

FY 2000 salary adjustment funding of \$10.5 million was expended to fund compensation increases in line with the state salary policy.

The funding for the Plant Sciences Institute provided critical infrastructure that positioned it to become one of the major global centers of excellence in fundamental and applied plant sciences. It has been able to retain two critical plant science faculty members who have attracted over \$3.0 million in federal competitive grants. The Plant Sciences Institute sponsored several scientific forums in FY 2000, including a Genetically Modified Organisms conference, a Plant Science Institute symposium, and several plant sciences-related seminars on campus.

The university funded three projects of \$100,000 each within the "Extension 21" appropriation:

1. North East Iowa Dairy Program;
2. College of Design economic development project; and
3. Value-added Agriculture technical support via campus and field staff.

The information technology funding was used to support a joint effort between Iowa State University and the University of Iowa to connect the vBNS (very high speed Backbone Network Service), also known as Internet II.

**NEW TUITION REVENUES** \$5,069,120

The University allocated new tuition revenues in relationship to the University's strategic plans as follows:

<b>Mandatory Costs</b>	
Utility Increases	\$48,402
Facility and Equipment Maintenance	70,280
Space Rental and Property Insurance Premiums	119,800
Taxpayer Relief Act	30,700
Purchasing, Treasurer Functions, State Offset/Collections	12,160
Opening New Buildings	187,526
Federal Regulations and Disadvantaged Student Billing	2,000
Library Materials Inflation	320,000
Accommodation of Students with Disabilities	50,000
Student Transcripts and International Admissions	132,954
Perkins Loan Program	2,013
Touch-tone Registration	23,500
Miscellaneous	271,694
<b>#1 Undergraduate Education</b>	
Student Aid/Scholarships	1,082,481
Enrollment-Based Allocation/Instructional Support	359,000
Learning Communities	7 00,000
Library Acquisitions	187,500
Building Repair	120,000
Minority Student Recruitment and Retention	343,049
<b>#2 Graduate Education and Research</b>	
Computational Science and Engineering	200,000
Library Acquisitions	187,500
Graduate Assistant Tuition Scholarships	300,000
Building Repair	120,000
<b>#4 Stimulating and Supportive Environment</b>	
Building Repair	240,000
<b>#5 Information Technology</b>	
Computational Science and Engineering	200,000
Academic Information Technology	<u>358,561</u>
Total	<u>\$5,069,120</u>

To keep pace with rising tuition and to maintain the goal of 11% set aside as a percentage of tuition income, ISU increased student financial aid 'by \$1 .1 million. The University achieved a 16% ratio in FY 2000.

**REALLOCATIONS**

Actual FY 2000 programmatic and salary improvement reallocations for Iowa State University of approximately \$9.5 million were consistent with those reported in the final budget. The reallocations were instrumental in implementing strategic planning initiatives that improved effectiveness and provided greater efficiencies.

## EFFICIENCY AND EFFECTIVENESS

In FY 2000, Iowa State University identified many examples of how it utilized existing financial resources efficiently and effectively including re-engineering processes to improve efficiency and effectiveness in accordance with the Board's strategic plan. Below are selected highlights:

ISU completed its new strategic plan for 2000-2005. The plan: "Becoming the Best Land-Graft University - Strategic Plan for 2000-2005: Pursuing Excellence as Iowa's Engaged Land-Grant University" received Regents' approval.

The entire University aggressively pursued Y2K compliance initiatives within existing resources and conducted a seamless transition for the date rollover. The University did not experience any interruptions.

With a major infusion of new state appropriations, Iowa State University proceeded forward and created the Plant Sciences Institute with various constituent research centers.

ISU undertook the phased implementation of its Residence Hall master plan. With the opening and full occupancy of the renovated Maple Hall, the construction of the first phase of Hawthorne Court apartments was completed.

ISU was highly successful in its recruitment and retention efforts using existing resources during FY 2000 that led to a record enrollment of 26,845 students in fall 2000 representing an increase of 735 students or 2.8% over last year.

The first phase of the new Engineering Teaching and Research Complex - Howe Hall, was completed and occupied. It provided students access to and use of new technologically equipped learning facilities as well as research facilities for the faculty. In addition, Kocinski Auditorium in the College of Design, a well-equipped auditorium facility, was completed and put in operation.

With major leadership from Iowa State University, a collaborative initiative involving the Regent universities and other institutions in the region led to the creation of the Des Moines Higher Education Center.

ISU set a new record in sponsored funding-in excess of \$211 million (exceeding the annual goal of \$200 million), which represents a 6% increase over FY 1999, and establishes a new benchmark for aggressive and entrepreneurial sponsored funding initiatives.

The Iowa State University Foundation set a new record in fund raising for FY 2000—nearly \$192 million in receipts and commitments-toward the completion of the major capital campaign initiative, Campaign Destiny. A total of \$458.6 million was raised, exceeding the campaign goal of \$425 million.

**Iowa State University - Restricted Fund  
FY 2000**

	Budget	Actual	Variance Over/(Under)	Percent
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
Capital	\$9,163,000	\$5,900,259	(\$3,262,741)	64.4%
Tuition Replacement	11,359,817	11,361,395	1,570	100.0%
Technology	39,500	39,500	0	100.0%
<b>RESOURCES</b>				
Federal Support	81,756,887	89,686,630	7,929,743	109.7%
Interest	4,298,041	3,970,952	(327,069)	92.4%
Tuition and Fees	4,814,308	5,360,384	546,076	111.3%
Reimbursed Indirect Costs	2,837,250	3,344,125	506,875	117.9%
Sales and Services	17,496,382	18,788,105	1,291,723	107.4%
Other Income	236,536,554	257,011,730	20,475,176	108.7%
<b>TOTAL REVENUES</b>	<b>\$368,301,739</b>	<b>\$395,463,080</b>	<b>\$27,161,341</b>	<b>107.4%</b>
<b>EXPENDITURES</b>				
Salaries	\$125,294,082	\$126,891,281	\$1,597,199	101.3%
Prof./Scientific Supplies	129,869,112	127,395,522	(2,473,590)	98.1%
Utilities	6,330,483	6,387,216	56,733	100.9%
Building Repairs	6,500,000	12,091,294	5,591,294	186.0%
Equipment	10,255,447	10,732,933	477,486	104.7%
Aid to Individuals	25,174,001	26,171,637	997,636	104.0%
Debt Service	19,878,614	19,798,538	(80,076)	99.6%
Plant Capital	45,000,000	52,831,813	7,831,813	117.4%
<b>TOTAL EXPENDITURES</b>	<b>\$368,301,739</b>	<b>\$382,300,234</b>	<b>\$13,998,495</b>	<b>103.8%</b>

**COMPARISON OF BUDGET TO ACTUAL - RESTRICTED FUND**

Restricted funds at Iowa State University include such revenue sources and expenditures related to its sponsored programs, auxiliary enterprise functions, independent operations, bonding activities, and capital projects.

Drawdowns of capital appropriations were less than the budgeted appropriation because construction on Phase II of the Engineering Teaching and Research Center was delayed.

Federally-sponsored contracts and grants increased 20% over the previous year. While some of these awards will be received as cash in future periods, a significant amount of funding was realized in FY 2000.

The sales and services revenue variance is primarily in the Academic Information and Technology Center, which sells computer products and services to faculty and students.

The increase in Other Income is primarily due to Plant Fund related activities that are difficult to estimate in the budget development process.

**REGENT TECHNOLOGY INITIATIVES**

Iowa State University's portion of the supplemental technology appropriation was \$39,500. The funding was used to support a joint effort between Iowa State University and the University of Iowa to connect to the vBNS (very high speed Backbone Network Service); also known as Internet II.

The connection to the vBNS was enabled by a competitive process of the National Science Foundation that allowed such connections. The purpose of the vBNS is to facilitate and enable the development and deployment of advanced applications for research and education. The funds were used to cover the monthly communication lines, network connection fees, and support equipment.

**RESIDENCE SYSTEM AND INTERCOLLEGIATE ATHLETICS**

The following tables compare residence system and athletic budgeted revenues and expenditures with actual revenues and expenditures and identify the variances.

	Residence System		Variance	
	<u>Budget</u>	<u>Actual</u>	<u>Over/(Under)</u>	<u>Percent</u>
Receipts	\$38,922,477	\$41,596,554	\$2,674,077	106.9%
Disbursements	31,428,127	29,808,355	(1,619,772)	94.8%

Interest and other income were higher than budget, while salaries were less than budget.

	Intercollegiate Athletics		Variance	
	<u>Budget</u>	<u>Actual</u>	<u>Over/(Under)</u>	<u>Percent</u>
Receipts	\$17,613,693	\$19,569,218	\$1,955,525	111.1%
Disbursements	17,613,693	19,569,218	1,955,525	111.1%

Big 12 conference, advance ticket, and corporate sponsorship revenues were higher than budget. These were offset with necessary accounting entries of the advanced ticket sales.

**Attachment C**  
**UNIVERSITY OF NORTHERN IOWA**  
**FY 2000 General Fund**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Revised Budget
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$88,943,577	(\$446,351)	0	\$88,497,226
<b>RESOURCES</b>				
Interest	300,000	0	283,000	583,000
Tuition and Fees	33,045,937	0	1,267,000	34,312,937
Reimbursed Indirect Costs	900,000	0	450,000	1,350,000
Sales and Services	625,000	0	0	625,000
<b>TOTAL REVENUES</b>	<b>\$123,814,514</b>	<b>(\$446,351)</b>	<b>\$2,000,000</b>	<b>\$125,368,163</b>

The University of Northern Iowa's portion of the deappropriation was \$446,351. The University delayed searches and used savings from vacancies created by academic retirements to meet this budget reduction.

UNI had a budget ceiling adjustment of \$2.0 million. The University experienced record enrollments, which account for much of the budget ceiling increase.

	Revised Budget	Actual	Variance Over/(Under)	Percent
<b>EVENUES</b>				
<b>PPROPRIATIONS</b>				
General	\$88,497,226	\$88,497,226	\$0	100.0%
<b>ESOURCES</b>				
Interest	583,000	474,956	(108,044)	81.5%
Tuition and Fees	34,312,937	34,170,521	(142,416)	99.6%
Reimbursed Indirect Costs	1,350,000	1,279,631	(70,369)	94.8%
Sales and Services	625,000	612,684	(12,316)	98.0%
<b>TOTAL REVENUES</b>	<b>\$125,368,163</b>	<b>\$125,035,018</b>	<b>(5333,145)</b>	<b>99.7%</b>
<b>XPENDITURES</b>				
Salaries	\$96,623,453	\$96,917,749	5294,296	100.3%
Prof. /Scientific Supplies	12,114,923	10,997,555	(1,117,368)	90.8%
Library Acquisitions	1,773,650	1,904,775	131,125	107.4%
Rentals	722,000	712,765	(9,235)	98.7%
Utilities	2944,545	2,605,033	160,488	106.6%
Building Repairs	2,050,000	1,819,021	(230,979)	88.7%
Auditor of State	135,000	113,864	(21,136)	84.3%
Equipment	2,544,417	2,824,344	279,927	111.0%
Aid to Individuals	6,960,175	7,139,912	179,737	102.6%
<b>TOTAL EXPENDITURES</b>	<b>\$125,368,163</b>	<b>\$125,035,018</b>	<b>(\$333,145)</b>	<b>99.7%</b>

## **COMPARISON OF FY 2000 REVISED BUDGET TO ACTUAL – GENERAL OPERATING FUND**

The University of Northern Iowa has four appropriation units that make up the general operating fund. They are: 1) General University; 2) Institute for Decision Making; 3) Recycling and Reuse Technology Transfer Center; and 4) Industrial Technology Metal Casting.

The General University appropriation unit revenue sources provide the funding for the general education of students.

Actual FY 2000 total general operating fund revenues and expenditures were \$125.0 million (99.7% of revised budget). General University revenues were 99.7% of the budget as revised by the \$2.0 million budget ceiling request approved in May 2000.

Salary expenditures were slightly over the revised budget. Building repair funds were not fully expended to offset the over commitment in utilities.

Library materials, equipment, and student aid were over budget. To offset these expenditures, professional and scientific supplies were under budget.

UNI's remaining appropriation units were equal to budget.

### **STRATEGIC PLANNING INITIATIVES**

In FY 2000, new revenues and internal reallocations of \$9.1 million enabled the University of Northern Iowa to advance toward its strategic planning goals.

#### Goal #1: Promote and Maintain Intellectual Vitality - \$2.696.151

The University of Northern Iowa's intellectual vitality efforts provide curricula and related learning activities, programming, and recreational activities for all members of the university community, and faculty recruitment and development. Examples of major initiatives undertaken this year included:

- \$987,775 for creating curricular learning activity;
- \$390,000 for improving undergraduate education; and
- \$300,000 for developing the Masters in Social Work program.

Goal #2: Community - Caring, Diverse, and Ethical - \$977,786

This University goal strives to: promote collegiality, professionalism, and mutual respect; create and nurture a diverse community; improve governance and decision-making; and promote personal well-being. Examples of the community goal include:

- \$381,386 for, improving university governance; and
- \$270,000 for student financial aid.

Goal #3: Optimize Resources - Internal and External - \$6,123,536

This goal seeks to develop faculty and staff, optimize acquisition and use of resources, provide a supportive physical environment, and ensure information accessibility. Funding examples were directed as follows:

- \$4,077,983 for salaries and fringe benefit increases;
- \$666,089 for optimizing acquisition and utilization of resources; and
- \$573,873 for enhancing quality and productivity of staff.

Goal #4: External Relations - \$149,654

The University used \$99,654 to create a coordinated, comprehensive communication plan and \$50,000 for institutional promotion.

**NEW APPROPRIATIONS**

The University of Northern Iowa used new state appropriations as follows:

Salary Funding		\$4,077,983
Institutional Initiatives		
Opening Performing Arts Center	140,000	
Masters in Social Work	300,000	
Improving Undergraduate Education	390,000	
Institute for Decision Making	37,500	
		<u>867,500</u>
Total		\$4,945,483

FY 2000 salary adjustment funding from the state of \$4.1 million provided for implementation of the state salary policy.

The funding for the Performing Arts Center provided three additional custodial positions and an area maintenance mechanic. Funds were also allocated, for utilities, supplies and services, and equipment for the first one-half year of operations of the Center.

The funding for the Masters in Social Work (MSW) was used to hire three new faculty members, graduate assistants, and a clerical person. In addition, funds were used for supplies and equipment. This represents one-half of the total appropriation requested to successfully graduate students with the MSW degree from UNI.

The Improving Undergraduate Education funds contributed to an enhanced learning environment by providing support for increased faculty/staff/student interaction, the-First Year Experience initiative, honors program development, and improved laboratories, studios, and equipment.

**NEW TUITION REVENUES** \$2,690,000

The University engaged in an extensive campus-wide budget process to allocate new tuition revenues in relationship to the University's strategic plans as follows:

Life-cycle Academic Equipment Fund	\$150,000
Supplies and Services Inflation	139,800
instructional Support for HPELS	60,000
Coaching Support for Athletics	20,000
Performing Arts Center Staff Support	200,000
Student Financial Aid	790,000
Diversity Initiatives	35,000
Professional and Scientific Council	1,200
Staffing Support for the Wellness Recreation Center	90,000
Employee Assistance Program	32,000
Life-cycle Administration and Finance Equipment Fund	42,000
Architectural Planner, Facilities Planning	50,000
Administrative System Software	145,000
ESS Technology Coordinator	60,000
Information Technology Services Infrastructure	78,000
institutional Promotion	50,000
Equipment	700,000
Supplies and Services	47,000
<b>Total</b>	<b>\$2,690,000</b>

To keep pace with rising tuition rates and the University's commitment to fund scholarships and fellowships, \$790,000 of new revenue was earmarked for student financial aid to maintain the goal of 19% set aside as a percentage of tuition income. The University achieved a 20.9% ratio in FY 2000.

## **REALLOCATIONS**

Actual FY 2000 programmatic and salary improvement reallocations for the University of Northern Iowa of approximately \$3.6 million were consistent with those reported in the final budget. The reallocations were instrumental in implementing strategic planning initiatives that improved effectiveness and provided greater efficiencies.

## **EFFICIENCY AND EFFECTIVENESS**

The university identified examples of initiatives during FY 2000 that were designed to increase efficiency and effectiveness and improve customer services; four have been described below.

The University purchased Oracle web-based applications software to replace the core mainframe systems that included general ledger, purchasing, accounts payable, cash management, non-student accounts receivable, fixed assets, stores inventory, grants and contracts administration, projects, budget development, human resources and payroll. The first phase of application implementation is scheduled for completion July 1, 2001. This campus-wide initiative will provide decision-makers better access to information, less duplication of effort, and more timely information. As part of the implementation process, the university is engaged in business process reviews that should streamline business practices and improve operating efficiencies.

University Human Resource Services (HRS) improved its effectiveness and efficiency through the establishment of an Employee Assistance Program (EAP). The program assists in identifying and responding to personal issues that may affect employee performance and workplace issues. The EAP provides employees easy user-friendly access to confidential, professional consultation and referral for problems affecting job performance.

The University re-engineered the relationship between the College of Education's School of Health, Physical Education and Leisure Services (HPELS) and Intercollegiate Athletics. This new relationship provides the opportunity for HPELS to offer more required activity and/or personal wellness laboratory sections for students and Athletics provides the sports theory and fundamentals of coaching courses.

The Office of Admissions is making a concerted effort to increase the number of minority and international students on campus. During FY 2000 funds were directed to an international recruiter, travel to recruit both populations of students, and scholarship money to enhance recruitment. As a result of this effort, for fall 2000, the number of minority students rose 13.5% to a total of 464% of the student population, an increase of .5%. The number of international students rose 9.7% to a total of 2.46% of the student population.

**University of Northern Iowa – Restricted Fund  
FY 2000**

	Budget	Actual	Variance Over/(Under)	Percent
<b>EVENUES</b>				
<b>APPROPRIATIONS</b>				
Capital	\$3,214,000	\$6,360,612	\$3,146,612	197.9%
Tuition Replacement	4,628,950	4,626,946	(2,004)	100.0%
Technology	19,800	19,800	0	100.0%
<b>RESOURCES</b>				
Federal Support	14,841,750	15,411,603	569,853	103.8%
Interest	2,500,000	2,331,850	(168,150)	93.3%
Tuition and Fees	6,900,000	7,501,479	601,479	108.7%
Sales and Services	34,212,773	52,890,051	18,677,278	154.6%
Other Income	18,735,000	34,853,161	16,118,161	186.0%
<b>TOTAL REVENUES</b>	<b>\$85,052,273</b>	<b>\$123,995,502</b>	<b>\$38,943,229</b>	<b>145.8%</b>
<b>EXPENDITURES</b>				
Salaries	\$26,110,000	\$27,343,069	1,233,069	104.7%
Prof. /Scientific Supplies	30,719,150	36,146,333	5,427,183	117.7%
Library Acquisitions	3,000	3,438	438	114.6%
Rentals	565,600	672,823	107,223	119.0%
Utilities	2,247,158	2,062,984	(184,174)	91.8%
Building Repairs	2,247,235	7,629,400	5,382,165	339.5%
Equipment	3,305,455	3,172,603	(132,852)	96.0%
Aid to Individuals	8,466,000	8,833,656	367,656	104.3%
Plant Capital	8,154,875	8,077,245	(77,630)	99.0%
Debt Service	3,214,000	14,259,898	11,045,898	443.7%
<b>TOTAL EXPENDITURES</b>	<b>\$85,032,473</b>	<b>\$108,201,449</b>	<b>\$23,168,976</b>	<b>127.2%</b>

**COMPARISON OF BUDGET TO ACTUAL - RESTRICTED FUND**

Restricted funds at the University of Northern Iowa include such revenue sources as capital and tuition replacement appropriations, federal support, and sales and services. Other university activities within this fund include the residence system, intercollegiate athletics, and plant funds.

Drawdowns of capital appropriations were greater than the budgeted appropriation because of construction progress on Lang Hall, for which appropriations were budgeted in prior years.

The greatest variances resulted from extensive building repairs and progress on capital projects.

Sponsored project activity remained relatively stable. The largest share of Federal sponsored activity came from the following grants: Camp Adventure, ORAVA Project, U.S. Grown Ag-Based Lubricant Research, Playground Safety Program, Small Business Pollution Prevention Center, Paint Coating Compliance Enhancement, DODD's Project, Educational Talent Search, Upward Bound, Math/Science Upward Bound, Educational Opportunity Center, and Technology and Quality Education.

Sales and services revenue was more than budget partially due to the casualty reimbursement for the UNI Dome roof.

Bond proceeds were greater than originally expected resulting in Other Income being higher than budget.

Auxiliaries functions including Residence System, Intercollegiate Athletics, Maucker Union, UNI-Dome Operations, and the Gallagher-Bluedorn Performing Arts Center operated in line with Board-approved budgets.

The following tables compare residence system and athletic budgeted revenues and expenditures with actual revenues and expenditures and identify the variances.

	Residence System		Variance	
	<u>Budget</u>	<u>Actual</u>	<u>Over/(Under)</u>	<u>Percent</u>
Receipts	\$19,942,457	\$20,851,136	\$908,679	104.6%
Disbursements	16,953,961	16,460,825	(493,136)	97.1%

Dining service receipts and investment income were higher than budget, while dining service expenses and resident scholarships were less than budget.

	Intercollegiate Athletics		Variance	
	<u>Budget</u>	<u>Actual</u>	<u>Over/(Under)</u>	<u>Percent</u>
Receipts	\$5,607,534	\$5,698,009	\$90,475	101.6%
Disbursements	5,607,534	5,927,043	319,509	105.7%

General fund support increased by \$489,525. The majority of this increase (\$315,000) was for diversity scholarships and the remaining increase was for salary adjustments.

**Attachment D**  
**IOWA SCHOOL FOR THE DEAF**  
**FY 2000 General Fund**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Revised Budget
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$7,976,998	(\$40,631)		\$7,936,367
Other (DOE Furds)	119,411		5,545	124,956
<b>RESOURCES</b>				
Federal Support	64,000			64,000
Interest	38,000		15,000	53,000
Sales and Services	225,000		23,625	248,625
<b>TOTAL REVENUES</b>	<b>\$8,423,409</b>	<b>(\$40,631)</b>	<b>\$44,170</b>	<b>\$8,426,948</b>

The Iowa School for the Deaf's portion of the deappropriation was \$40,631. The deappropriation was offset by increased revenues.

ISD had a budget ceiling adjustment of \$44,170. ISD experienced increased Phase III funding, interest income, interpreter receipts, and a one-time payment for the sale of real estate.

	Revised Budget	Actual	Variance Over/(Under)	Percent
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$7,936,367	\$7,936,367	\$0	100.0%
Other (DOE Funds)	124,956	124,956	0	100.0%
<b>RESOURCES</b>				
Federal Support	64,000	67,627	3,627	105.7%
Interest	53,000	36,845	(16,155)	69.5%
Sales and Services	248,625	242,557	(6,068)	97.6%
<b>TOTAL REVENUES</b>	<b>\$8,426,948</b>	<b>\$8,408,352</b>	<b>(\$18,596)</b>	<b>99.8%</b>
<b>EXPENDITURES</b>				
Salaries	\$6,603,471	\$6,420,187	(\$183,284)	97.2%
Prof. /Scientific Supplies	938,667	965,913	\$27,246	102.9%
Library Acquisitions	8,226	6,998	(51,228)	85.1%
Utilities	174,760	195,532	\$20,772	111.9%
Building Repairs	446,994	639,727	\$192,733	143.1%
Auditor of State	55,000	50,629	(\$4,371)	92.1%
Equipment	199,830	129,367	(\$70,463)	64.7%
<b>TOTAL EXPENDITURES</b>	<b>\$8,426,948</b>	<b>\$8,408,353</b>	<b>(518,596)</b>	<b>99.8%</b>

## **COMPARISON OF FY 2000 REVISED BUDGET TO ACTUAL — GENERAL FUND**

Actual general fund revenues and overall general fund expenditures were consistent with the budget (99.8%) as revised by the \$44,170 budget ceiling request approved by the Board in May 2000.

- . Salary costs were 97.2% of the budgeted amount,
  - ISD's Assistant to the Superintendent position was vacant most of the fiscal year and recently has been filled.
  - ISD anticipates that all of the FY 2001 salary budget will be utilized in meeting its salary expenditures.
- . FY 2000 salary savings were primarily used for increased utility costs and building repairs such as fire safety (door replacements), asbestos abatement, painting, and electrical work.
- . Utilities increased 12% over the original FY 2000 budget due to higher than anticipated natural gas prices.
- Equipment expenditures were 35% lower than the budgeted amount because much of the equipment purchased was less than \$500 and therefore classified as supplies.

## **STRATEGIC PLANNING INITIATIVES**

In FY 2000, through new appropriations and reallocation of existing funds, the Iowa School for the Deaf directed \$402,743 of these resources toward its strategic planning goals.

The initiatives in FY 2000 included improving facilities, expanding technology, and providing appropriate staff development.

### Improving Facilities

- . Removing and abating all facility health hazards;
- Upgrading residential and academic facilities; and
- . Beginning construction of the Recreation Center.

### Expanding Technology

- Improving vocational instructional labs; and
- . Enhancing Vocational Technology with the purchase of a computer-enhanced paint booth for the auto-body area.

### Providing Appropriate Staff Development

- . Providing considerable resources for faculty in-service including technology support and training.

#### **NEW APPROPRIATIONS**

FY 2000 salary adjustment funding from the state of \$239,837 provided for implementation of the state salary policy. In addition, ISD received funding of \$109,606 for three additional faculty. These additional staff members have helped ISD meet its strategic goal regarding quality education during a period of increasing enrollment.

ISD received an appropriation of \$159,603 for inflation, building repairs, and vocational equipment/supplies. Equipment and related software were purchased for the Vocational Education area. This included the computer-assisted paint booth and related equipment and supplies:

#### **REALLOCATIONS**

In FY 2000, the Iowa School for the Deaf reallocated \$169,800.

- ISD recognized salary savings due to unfilled vacancies in faculty and staff. One position created by a retirement was filled with staff at lower salary costs.
- Savings were reallocated to purchase doors which meet State Fire Marshal requirements as cited in the most recent State Fire Marshall Report. In addition, savings were reallocated to the Recreation Complex building project.

#### **EFFICIENCY AND EFFECTIVENESS**

The Iowa School for the Deaf increased efficiencies during FY 2000 by reallocating existing resources to more effectively utilize funds.

ISD continues its cooperative relationship with Iowa State University and the University of Iowa.

- ISU provides resources and expertise for purchasing, facilities planning and management, asbestos management, campus security, transportation and environmental health and safety.
- SUI provides internal audit functions to the School.

ISD implemented a new computerized, student record system resulting in better records that are more efficient to use.

ISD expanded to campus-wide electronic mail capability with the Year 2000 computer upgrades allowing staff to use time more effectively.

ISD utilized salary savings to upgrade technology in the classrooms per the School's Technology Plan and to replace doors. By utilizing these reallocated funds, ISD has reduced the backlog of deferred maintenance and reduced deficiency notices from the State Fire Marshal.

Iowa School for the Deaf - Restricted Fund  
FY 2000

	Budget	Actual	Variance Over/(Under)	Percent
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
Capital	\$3,849,200	5650,000	(\$3,200,000)	16.9%
Technology	800	31,958	31,958	
<b>RESOURCES</b>				
Federal Support	104,058	110,009	5,951	105.7%
Sales and Services	1,192,421	1,128,233	(64,188)	94.6%
Other Income	5,000	380	(4,620)	7.6%
<b>TOTAL REVENUES</b>	<b>\$5,151,479</b>	<b>\$1,920,580</b>	<b>(\$3,230,899)</b>	<b>37.3%</b>
<b>EXPENDITURES</b>				
Salaries	\$518,923	\$465,372	(53,551)	89.7%
Prof./Scientific Supplies	241,909	49,926	(191,983)	20.6%
Library Acquisition	5,000	0	(5,000)	0.0%
Utilities	10,000	0	(10,000)	0.0%
Building Repairs	4,230,084	1,241,194	(2,988,890)	29.3%
Auditor of State	5,000	0	(5,000)	0.0%
Equipment	140,563	33,607	(106,956)	23.9%
<b>TOTAL EXPENDITURES</b>	<b>\$5,151,479</b>	<b>\$1,790,099</b>	<b>(3,361,380)</b>	<b>34.7%</b>

COMPARISON OF BUDGET TO ACTUAL - RESTRICTED FUND

Restricted fund revenues were \$1.9 million (37.3% of budget). This variance is attributed to the timing of the drawdown of capital appropriations for the Recreation Complex. The \$3.2 million appropriated in FY 2000 will not be utilized until FY 2001.

**Attachment E**  
**IOWA BRAILLE AND SIGHT SAVING SCHOOL**  
**FY 2000 General Fund**

	Original Budget	Mid-Year Deapprop.	Budget Ceiling Adjustment	Revised Budget
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$4,455,283	(\$22,358)		\$4,432,925
Other (DOE Funds)	75,189			75,189
<b>RESOURCES</b>				
Federal Support	133,400			133,400
Interest	18,862			18,862
Reimbursed Indirect Costs	21,096			21,096
Sales and Services	48,165			48,165
<b>TOTAL REVENUES</b>	<b>\$4,751,995</b>	<b>(\$22,358)</b>	<b>\$-</b>	<b>\$4,729,637</b>

Iowa Braille and Sight Saving School's portion of the deappropriation was \$22,358. The School eliminated the vacated Music/Spanish teaching position and contracted for music therapy services through the use of the School's endowment fund.

	Budget	Actual	Variance Over/(Under)	Percent
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
General	\$4,432,925	\$4,432,925	\$0	100.0%
Other (DOE Funds)	75,189	69,644	(5,545)	92.6%
<b>RESOURCES</b>				
Federal Support	133,400	101,291	(32,109)	75.9%
Interest	18,862	26,120	7,258	138.5%
Reimbursed Indirect Costs	21,096	26,048	4,952	123.5%
Sales and Services	48,165	67,399	19,234	139.9%
<b>TOTAL REVENUES</b>	<b>\$4,729,637</b>	<b>\$4,723,427</b>	<b>(56,210)</b>	<b>99.9%</b>
<b>EXPENDITURES</b>				
Salaries	\$3,797,700	\$3,558,084	(\$239,616)	93.7%
Prof. /Scientific Supplies	550,143	611,310	61,167	111.1%
Library Acquisitions	8,569	8,439	(130)	98.5%
Utilities	152,874	108,071	(44,803)	70.7%
Building Repairs	110,257	154,926	44,669	140.5%
Auditor of State	26,754	22,978	(3,776)	85.9%
Equipment	83,340	259,619	176,279	311.5%
<b>TOTAL EXPENDITURES</b>	<b>\$4,729,637</b>	<b>\$4,723,427</b>	<b>(\$6,210)</b>	<b>99.9%</b>

## **COMPARISON OF BUDGET TO ACTUAL - GENERAL FUND**

Actual general fund revenues and expenditures of \$4.7 million were consistent with the budget (99.9%). Salary expenditures represented 93.7% of the budgeted amount. Savings were attributed to no unemployment claims, difficulty in filling a position vacancy, and elimination of various positions as part of the School's reorganization plan approved by the Board in Spring 2000.

- . Department of Education appropriations were less due to declining on-campus enrollment over the past few years.
- . Federal support was lower primarily because of two unfilled consultant positions, partially funded with federal grant dollars.
- Interest income experienced better than expected returns.
- Reimbursed indirect costs were higher as a result of increased federal grant funding awards.
- Sales and services were higher, primarily resulting from increased AEA itinerant service billings.

IBSSS realized over \$44,803 in utility savings attributable to the mild winter, as well as increased energy management and housekeeping measures.

The salary and utility savings were used to fund the following:

- . University of Alabama vision courses, therapeutic horseback riding and art programs, and the Learning Child Conference;
- Building repair expenditures including tuckpointing and enhancements to the School's cable distribution system; and
- . Necessary equipment purchases.

## **STRATEGIC PLANNING INITIATIVES**

The Iowa Braille and Sight Saving School continues to make extensive efforts toward maximizing the use of its limited resources to accomplish its vision. The School utilized \$313,731 of new appropriations and reallocation for strategic planning initiatives. Examples of the many strategic initiatives undertaken in FY 2000 are outlined on the following page.

### Goal #1: Quality and Access in Education

Through new appropriations and reallocations, the School was able to focus on:

- . Offering a smaller, more focused nine-month residential program;
- Creating alternative placement options including an expanded on-campus summer school and short-term placements;
- Providing parent and professional development programs serving visually impaired students state-wide; and
- Offering and/or enhancing consultative services to students, parents, and professionals state-wide.

The School also continued the following strategic initiatives:

- Programmatic reorganization of constructing units around student needs;
- . Outcomes Endorsement (OA) process, targeting student progress as its highest priority;
- Enhanced technology, guided by the School's technology plan;
- Vinton-Shellsburg Community Schools cooperative program allowing students to participate in regular schools part time; and
- Grantwood AEA relationship which provides speech pathology and school psychology services as well as art instruction and therapeutic horseback riding.

### Goal #3: Finances

In FY 2000, the School continued to address deferred maintenance such as roof replacements and tuckpointing. Additionally, the School reallocated salary and utility savings toward tuckpointing and enhancements to the school's cable distribution system.

The School received Schools & Libraries Corporation funding (e-rate funding) to purchase a server that enables the school to be at the forefront of the latest networking technology.

Human resource operations were reorganized to improve efficiency and effectiveness.

NEW APPROPRIATIONS

Salary Funding		\$152,041
Institutional Initiative Funding		
Focusing Services	110,000	
Inflation	17,827	
Building Repairs	20,000	
School Technology Funding (Dept. of Education)	<u>15,000</u>	
		<u>162,827</u>
Total		\$314,868

FY 2000 salary adjustment funding from the state of \$152,041 provided for implementation of the state salary policy.

The Focusing Services funding supported the expanded eight-week summer school program, as well as supporting statewide parent and professional development activities.

Inflationary funds were used for library acquisitions of \$918, increased utility funding of \$2,999, and overall inflationary increases of \$13,910.

Building repair funding of \$20,000 was used for general building repair and deferred maintenance.

School technology funding was used to purchase a color network printer for the PC lab, acquisition of 20 Citrix user licenses, 100 antivirus user licenses, and Power Braille 80.

The mid-year deappropriation of \$22,358 resulted in the elimination of the vacated music/Spanish faculty position.

REALLOCATIONS

Actual FY 2000 programmatic reallocations of \$183,731 were consistent with those reported in the final budget. Specifically, salary and utility savings were reallocated toward building repairs, equipment purchases, and contracted services.

## **EFFICIENCY AND EFFECTIVENESS**

The School identified several areas during FY 2000 designed to increase efficiency and effectiveness. Selected examples are listed below:

In March of 2000, the Board approved the reorganization of the Iowa Braille School. The new organizational structure allows the school to more comprehensively serve all students throughout the state.

The internal audit findings from the FY 1999 payroll processing audit prompted the Superintendent to add a HR specialist position to enhance the efficiencies & effectiveness of the School's payroll, personnel, and benefit functions, as well as enhance internal controls in these areas.

IBSSS's strategic plan requires review of the annual alignment of staff to meet the needs of the students and to carry out the initiatives of the school. During FY 2000, the bus routes were reviewed and consolidated. Also, upon the departure of a night-time houseparent, the hours of the remaining five houseparents were increased to enhance overall efficiency and effectiveness of the dormitory during the night-time hours. These staff realignments were in addition to those made as part of the school reorganization.

The purchase of Power Braille 80, a current and unique refreshable Braille device has proven to be very effective. Students attending IBSSS are able to experience and learn about the computer through factual feedback with the Power Braille 80. The Power Braille 80 has provided students with limited vision, an excellent opportunity to gain access to e-mail, the Internet, and other computer activities through the sense of touch.

Another new technology that the school is taking advantage of is the industry-wide move toward thin-client computing. IBSSS purchased and installed a Citrix Metaframe computing system in FY 2000. This system is at the forefront of the new network-computing model. There are many advantages of this system that play well into the current and future needs of the School.

The Instructional Materials Center (IMC) at the School serves students across the state of Iowa for their instructional and leisure reading materials. The IMC loans resources to students, parents, and/or educators in order to improve the educational programs and activities for students. The circulation of library materials increased 16% over FY 1999. Also, the "Books For Kids" program (which loans Braille & print/Braille picture books to students who are potential or emerging Braille readers) increased its student listing by 45% over FY 1999. This program is a major support for literacy instruction for students who read or who will learn to read Braille.

**Iowa Braille and Sight Saving School - Restricted Fund**

FY 2000

	Budget	Actual	Variance Over/(Under)	Percent
<b>REVENUES</b>				
<b>APPROPRIATIONS</b>				
Capital	\$634,600	\$212,773	(\$421,827)	33.5%
Technology	400	395	(5)	98.8%
<b>RESOURCES</b>				
Federal Support	283,858	403,507	119,649	142.2%
Sales and Services	528,070	549,121	21,051	104.0%
Other Income	441,210	181,683	(259,527)	41.2%
<b>TOTAL REVENUES</b>	<b>\$1,888,138</b>	<b>\$1,347,479</b>	<b>(\$541,037)</b>	<b>71.3%</b>
<b>EXPENDITURES</b>				
Salaries	\$765,005	\$700,521	(64,484)	91.6%
Prof./Scientific Supplies	352,437	241,745	(110,692)	68.6%
Building Repairs	710,000	260,278	(449,722)	36.7%
Equipment	60,696	144,936	84,240	238.8%
<b>TOTAL EXPENDITURES</b>	<b>\$1,888,138</b>	<b>\$1,347,480</b>	<b>(540,658)</b>	<b>71.4%</b>

**COMPARISON OF BUDGET TO ACTUAL - RESTRICTED FUND**

Restricted fund revenues were \$1.3 million (71.3% of budget). This variance is attributed to the timing of the drawdown of capital appropriations. Other income was under the budget because IBSSS was able to pay for certain operating expenses out of the general fund rather than using the endowment funds as budgeted.

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Performance Indicators  
**Date:** December 4, 2000

**Recommended Action:**

Receive the report on Performance Indicators.

**Executive Summary:**

The Board has requested an annual report that provides a comprehensive list of performance indicators and common data sets. Most of these "indicators" are data utilized in various governance reports as well as in the institutional strategic plans. This report, which typically provides five years of statistics, provides a complete and convenient reference source regarding both progress on indicators and common data used by the institutions.

The performance indicators and common data sets cited in this report are linked to the Key Result Areas of the Board of Regents' strategic plan. Individual indicators relate to quality, access, diversity, and accountability.

Last year the Board Office established an ad hoc work group with institutional representatives to develop further the indicators and common data sets. That group concluded that 12 indicators were common to the five institutions and 10 others applied to the three universities. These are referred to as "common data sets" in the attached materials. Additional meetings this year resulted in the recommendations for changes in wording and focus that are proposed by the institutions and the Board Office.

Attachment A sets forth the initial segment of the 2000 report. It provides a glossary of terms and definitions, a summary of the common data sets and performance indicators, an explanation of common data items, and a bibliography of references on performance indicators.

Last year's report categorized the indicators into four groups: those common to all five Regent institutions, those common to the three universities, those related to the special schools, and those related to each university. This year, upon the recommendation of the work group of institutional representatives and Board Office staff, the report organizes the data according to six categories, or clusters, which reflect various activities in an academic enterprise. These categories and examples of e&h are as follows:

- |  |   |
|--|---|
| ➤ Instructional Environment            | Instructor rank, class size, instructional technology   |
| ➤ Student Profile and Performance      | Enrollment, graduation and retention, licensure examinations, career placement                          |
| ➤ Educational Outreach                 | Distance education offerings, extension, service  |
| ➤ Faculty Profile and Productivity     | Resignations, retirements, new hires, publications, number of hours worked per week, sponsored research |
| ➤ Institutional Diversity              | Percentage of minority faculty, staff, and students   |
| ➤ Expenditures, Financing, and Funding | Cost per student, deferred maintenance, appropriations, contributions                                   |

The Board Office is preparing data, tables, and graphs regarding each of these categories and will distribute this material, as Attachment B, as soon as possible.

### **Background and Analysis:**

Strategic planning and assessment of progress toward goals are ongoing and distinct processes. The ad hoc work group has contributed significantly in these processes through collaboration on the development of common terminology and refinement of specific measures. With the Board's advice and direction, the group has tried to promote the distinctive missions of the institutions while maintaining accountability to the citizens of Iowa.

Evaluators of academic institutions normally use the term "performance indicator" for quantitative measures in areas where progress is anticipated and where targets are appropriate. Examples include: increasing the percentage of undergraduate courses taught by tenured and tenure-track faculty; increasing the number of participants in distance education courses; and, raising the level of funded research. Experience has shown, however, that some frequently gathered statistics commonly thought to be "indicators" are, in actuality, data that record on-going campus activities; Setting targets for some of these common data sets, such as the number of faculty resignations, would not be appropriate measures of progress. Nonetheless, having five years of data, even without targets, is helpful because it allows institutional officials and Regents to ascertain trends and provide needed information for setting policies and priorities.

In summary, there are 12 items that provide common data for all five Regent institutions, 10 data items for the three Regent universities, and two indicators that relate only to the special schools. Also, there are separate indicators for each university (9 for the University of Iowa, 10 for Iowa State University, and 3 for the University of Northern Iowa).

The 12 common data sets for all five institutions are:

No.	<u>MGT No.</u>	<u>Description</u>
1)	#5	Average undergraduate class size*
2)	#7	Number and % of general assignment technology-equipped classrooms*
3)	#8	% of course sections in which computers are used as an Integral teaching aid
4)	#12	Number, total, and % of tenured and tenure-track faculty* resignations, retirements, and new hires
5)	#31a	State appropriations requested for operations
6)	#33	Number of annual contributors and dollars contributed in millions
7)	#35	Amount of <b>capital improvement</b> funds requested and appropriated
8)	#36	Deferred maintenance backlog and expenditures in millions
9)	#37	% of resources reallocated annually
10)	#38	Fall enrollments by level [undergraduate, graduate, professional, age, and residency*]
11)	#41	Racial/ethnic composition of student, faculty, and staff populations in percentages*
12)	#42	Undergraduate student retention and graduation rates by ethnic/racial composition in percentages*

\*Some terminology adjustments are made by the special schools

The 10 common data sets for the three universities are:

<u>No.</u>	<u>MGT No.</u>	<u>Description</u>
1)	#1	% of undergraduate student credit hours (SCM) taught by <b>t e n u r e d / t e n u r e - t r a c k f a c u l t y</b>
2)	#13a	% of professional <b>students</b> passing licensure examinations (SUI -- Law, Medicine, Dentistry, Pharmacy; ISU -- Vet. Medicine)
3)	#13b	% of all graduates employed within one year following graduation (% employed; % engaged in further study; % other)
4)	#18	Sponsored funding per year in millions of dollars
5)	#22	Number of intellectual property disclosures
6)	#28	Headcount enrollments in credit/non-credit courses offered

- through extension and continuing education
- 7) #32 Growth in undergraduate tuition and mandatory fees relative to Higher Education Price index (HEPI)
- 8) #39 Number and dollars in millions of financial aid received by resident undergraduates; also estimated % of student need met
- 9) #40 Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)
- I O ) #43 Cost per student

The University of Iowa has requested that it be allowed to replace reporting on the following eight indicators:

- #6 Number, Total, and % of faculty using instructional technology (including computers)
- #8 Percentage of course sections in which computers are used as an integral teaching aid
- #14 Average Graduate Record Exam (GRE) composite score of entering graduate students
- #15 Relevant annual publication indices
- #16 Relevant citation indices
- #19 Number of external funding proposals submitted per year
- #26 Number of ICN sites served by Hancher programming
- #27 Number of annual visits to UI health sciences centers

Iowa State University has requested that it be allowed to drop the following items, and replaced with other indicators that are equal or superior:

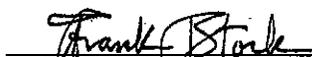
- #3a Percentage of introductory courses taught by senior faculty
- #34 Number of external grants and contracts awarded

No other Regent institutions requested indicators be changed. It should be emphasized that all common data sets remain in place. The work group has agreed that Indicator #9 on faculty use of computers should be dropped.

A continuing activity of the performance indicators work group will be clarification of the definitions of other indicators.

  
Charles R. Kniker

Approved:

  
Frank J. Stork

# BOARD OF REGENTS, STATE OF IOWA

Performance Indicators

a n d

Common Data Sets

For

Regent Institutions

- The University of Iowa
- Iowa State University
- University of Northern Iowa
- Iowa School for the Deaf
- Iowa Braille and Sight Saving School

December, 2000

# Table of Contents

1.0	Performance indicators and Common Data Sets	7-8
	1.1 Glossary of Terms and Definitions	9-10
	1.2 Summary of Common Data Sets and Performance indicators	11-13
2.0	Explanations of Common Data Set items and Performance Indicators by MGT Number	14-17
3.0	Bibliography	18-20

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

The Board of Regents, State of Iowa, governs five institutions --three universities and two special schools. They are: the University of Iowa, Iowa State University, and the University of Northern Iowa, in addition to the Iowa School for the Deaf and the Iowa Braille and Sight Saving School.

Working with the administration and staff of each institution, and using the consulting services of MGT of America, the Board of Regents developed a list of 43 performance indicators to assist in its responsibility to be accountable to the citizens of Iowa (approved by the Board April 14, 1998). On the charts in this report, the number in the far left column is the MGT number.

The purpose of the charts is to bring together in a convenient format key statistics from the past three to five years. When possible, targets, or indicators of progress made, are included. It must be understood that the data and targets are "snapshots" at specific points in time. Statistics only cannot give a full picture of what institutions have done, are doing, or plan on doing in their strategic plan. The governance reports from which the indicators are drawn must be read to obtain a more complete picture and understanding of the complex issues the institutions are confronting.

The specific indicators or common data sets in the charts are grouped according to function and goal. The categories are: instructional environment (instructor rank, class size, instructional technology); student profile and performance (enrollment, graduation and retention, licensure examinations, career placement); educational outreach (distance education, extension, service); faculty profile and productivity (resignations, retirements, new hires, publications, number of hours worked per week, faculty portfolios, sponsored research); institutional diversity (percentage of faculty, staff, and students who are minority); and, expenditures, financing, and funding (cost per student, deferred maintenance, appropriations, contributions).

The term, **performance indicator**, refers to academic measures where **progress** should be encouraged and monitored, and where targets are appropriate and clearly linked to the strategic plans of the Board and the **institutions**. Examples **include**: increasing the percentage of undergraduate courses taught by tenured and tenure-track faculty; **increasing** the number of participants in distance education courses; and, raising the level of funded research.

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

Some of the “indicators” are common data sets which record on-going activities at the institutions. Gathering of these **common data** sets is helpful in identifying and **analyzing** trends. Setting targets for certain common data sets, such as the number of faculty resignations, would not be appropriate. Of the twelve (12) common data sets for all five institutions, seven (7) have targets, five (5) do not. Of the ten (10) common data sets for the Regent universities, seven (7) have targets, three (3) do not.

Most data related to these indicators are found in annual governance reports which are presented to the Board. The far right column in the charts indicates the governance reports in which relevant data are found. Other data included here are located in the strategic plans of the individual institutions. In some cases, Regent institutions have made and are continuing to make new data collection efforts to report meaningful data that relate to the Board’s indicators.

Some of the “targets” listed have been determined by the Board, but most are found in the institutional strategic plans. The term “benchmarks” is used in two, ways. Each year institutions provide progress reports to the Board relative to their five-year strategic plans. One use of benchmarks is to show how much progress has been achieved each year on campus relative to the previous year. Another use of a benchmark by some of the institutions is in comparison with peer institutions. It informs the institution and the Board that a certain indicator is being maintained within an acceptable range or where the institution ranks in comparison with its peer institutions

At its December 1998 meeting, the Board identified 15 performance indicators on which all **five** Regent institutions were to report at the December 1999 Board meeting. **Following** discussions of institutional representatives, the Board Office, and the President of the Regents in early 1999, that number was reduced to 12. The other three were moved to the category of indicators common to the universities. Other indicators are assigned only to the two special schools, and some are the responsibility of just one institution. The first **two** categories of this report are now labeled as “Common Data Sets.”

A glossary of terms appears on page 6 and a section on’ definitions/criteria for specific indicators is provided on pages 7 and 11-14. An ad hoc group, representing the five institutions and the Board Office, has labored diligently for the past year to reach consensus on the definitions/criteria used to ensure that data are reliable and valid. The ad hoc group, **like** the Board of Regents, appreciates and affirms the distinctive mission of each institution and recognizes, therefore, different definitions or criteria will apply to some indicators. Representatives of the Board Office and the institutions will continue to be involved in updating data.

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.1 Glossary of Terms and Definitions

#### Terms, Format, and Abbreviations

The far left column number is taken from the MGT of America list approved by the Board in April, 1998. In the "Performance Indicator" column, boldface type indicates that all five Regent institutions provide data; an italicized indicator notes that only the three universities provide data; regular type indicates that only one or two institutions provide information.

"Targets" are from an institutional strategic plan or the Board of Regents' strategic plan. Institutional targets are time-specific; that is, both the targets and indicators are subject to change as strategic plans are updated or modified. Some targets and indicators may change after December 1999, as strategic plans are revised and approved by the Board.

Abbreviations used include:

- . NC = "not collected" (data were not compiled at this time)
- . TBP = "to be provided"
- . NA = "not available" (data may be compiled)
- . NP = "not provided"
- . Not Applicable = due to the distinctive mission of an institution, data are not expected for this indicator

#### Governance Reports

Each month that the Board of Regents meets, it receives governance reports. The 22 governance reports which are used to provide data for the indicators and common data sets include:

AI	Annual Indicators	FS	Faculty Salaries
AO	Affiliated Organizations	FT	Faculty Tenure
BR	Budget Requests/Report	FY	Five Year Capitalization Plan
CF	Comprehensive Fiscal Report	GR	Graduation and Retention
DE	Distance Education	PR	Program Reviews
DI	Diversity/Affirmative Action	SE	State Education and Continuing Education Council
DM	Deferred Maintenance	SP	Strategic Plans (institutions)
FA	Financial Assistance (Student Aid)	TR	Tuition Rates
FE	Fall Enrollment	TT	Technology Transfer
FE, II	Fall Enrollment, Part II	UC	Unit Cost
FP	Faculty Productivity		
FR	Faculty Resignations		

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.1 Glossary of Terms and Definitions

#### Definitions

Note: See Explanation section for more detailed criteria used for individual performance indicators and common data sets.

**Benchmark.** A standard by which something can be judged or measured. Used in two ways by Regent institutions: internally, to measure levels of performance from year to year; or externally, to compare with peer institutions.

**Common Data Set.** A specific quantified body of information for a five-year period at the five Regent institutions which conveys academic, financial, or personnel information. The compilation of such data is for monitoring purposes. Common data sets may or may not have targets.

**Contributions.** Within a reporting year, donations to the institution including gifts received and gift income, including pledges. [See #33.]

**MGT indicator.** A performance indicator developed by the MGT of America consulting firm in conjunction with the Board of Regents and Regent institution leaders in 1998. A total of 43 were created. In the tables of this document, the original MGT indicator number is in the far left column.

**Peer Institutions.** Each Regent university has identified a group of approximately 10 institutions with which it compares itself. They are similar, but not identical, in terms of mission, size, types of programs, student body, and funding.

**Performance Indicator.** A specific quantified body of data, usually covering five years, with a target.

**Racial/Ethnic Composition.** Consistent with federal guidelines, data are compiled for the following groups: African Americans, Native Americans, Hispanics, Asian Americans, and White (Caucasian).

**Sponsored research.** External funding received by the institution from the federal government, state government, private foundations, or business and industry.

**Target.** A numerical goal used to measure performance. Some targets are Board-generated; others express achievement targets of the institutional strategic plans.

**Technology-equipped.** Classrooms containing, at a minimum, computer and internet connectivity. It may include video broadcasting capability. Special Schools include in their definition, equipment needed for their students.

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.2 Summary of Common Data Sets and Performance Indicators

#### 1.2.1 Common Data Sets for All Five institutions (12 Data Items)

- #5. Average undergraduate class size [for universities: organized lecture-type classes, by lower division, upper division, and both lower/upper division]
- #7. Number and % of general assignment technology equipped classrooms\*
- #8. % of course sections in which computers are used as a integral teaching aid
- #12. Number, total, and % of tenured and tenure-track faculty\* resignations, retirements, and new hires
- #31a. State appropriations requested for operations
- #33. Number of annual contributors and dollars contributed in millions [does not include contract monies] [Gift amounts include pledges]
- #35. Amount of capital improvement funds requested and appropriated
- #36. Deferred maintenance backlog and expenditures in millions
- #37. % of resources reallocated annually
- #38. Fall enrollments by level [undergraduate, graduate, professional], age, and residency\*
- #41. Racial/Ethnic composition of student, faculty, and staff populations in percentages\*
- #42. Undergraduate student retention and graduation rates by ethnic/racial composition in percentages\*

#### 1.2.2 Common Data Sets for Three Universities (10 Data Items)

- #1. % of undergraduate Student Credit Hours (SCH) taught by tenured/tenure track faculty
- #13a. % of professional students passing licensure examinations (SUI – law, medicine, dentistry, pharmacy; ISU -Vet Medicine)
- #13b. % of all graduates employed within one year following graduation (% employed; % engaged in further study; % other)
- #18. Sponsored funding per year in millions of dollars
- #22. Number of intellectual property disclosures
- #28. Headcount enrollments in credit/non-credit courses offered through extension and continuing education
- #32. Growth in undergraduate tuition and mandatory fees relative to Higher Education Price Index (HEPI)
- #39. Number and dollars in millions of financial aid received by resident undergraduates; also estimated % of student need met
- #40. Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)
- #43. Cost per student

[\*Some terminology adjustments are made by the Special Schools]

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.2 Summary of Common Data Sets and Performance Indicators

#### 1.2.3 Two Special Schools (2 performance indicators)

- #10. % of students with technology accessibility as part of their individual Education Plan (IEP)
- #11. Special School student outcomes

#### III. Individual University Performance Indicators

#### 1.2.4 University of Iowa (9 performance indicators)

- #2. % of senior faculty (tenured associate and full professors) teaching undergraduates
- #6. Number and % of faculty using instructional technology (including computers)
- #14. Average Graduate Record Exam (GRE) composite scores of entering graduate students
- #15. Relevant annual publication indices
- #16. Relevant citation indices
- #19. Number of external funding proposals submitted per year
- #25. Number of non-degree enrollments
- #26. Number of Iowa Communications Network (ICN) sites using Hancher programs
- #27. Number of annual visits to UI Health Center services

#### 1.2.5 Iowa State University (10 performance indicators)

- #3. % of introductory courses taught by senior faculty (tenured associate and full p r o f e s s o r s )
- #4. % of senior faculty (tenured associate and full professors) teaching at least one undergraduate course per academic year
- #9. % of faculty who use computers as a teaching aid
- #17. % of faculty having one scholarly work published during last 3 years
- #20. % of faculty as principal or co-principal investigators for sponsored funding awards
- #21. Sponsored funding per faculty member (for full-time equivalent)
- #23. Number of new technologies licensed
- #24. Number of new licenses generating revenues and total revenues
- #29. Number of extension clients served
- #34. Number of external grants and contracts awarded

#### 1.2.6 University of Northern Iowa (3 performance indicators)

- #3b. % of lower division courses taught by tenured/tenure-track faculty
- #6. Number and % of faculty using instructional technology (including computers)
- #30. Availability of off-campus credit courses (student enrollments)

## 1.0 PERFORMANCE INDICATORS AND COMMON DATA SETS

### 1.2 Summary of Common Data Sets and Performance Indicators

Category	institution				
	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>ISD</u>	<u>IBS</u>
I. (Common)	12	12	12	12	12
II. (All univ.)	10	10	10	--	--
III. (Sp. schools)	--	--	--	2	2
IV. (Ind. univ.)	9	10	3	***	***
Totals	<u>31</u>	<u>32</u>	<u>25</u>	<u>14</u>	<u>14</u>

\*\*\* (Note: Each of the special schools is developing additional indicators and/or benchmarks which will more appropriately describe their work, especially for student outcomes. See Section III.)

### 1.2 Summary of Common Data Sets and Performance Indicators (with Targets)

- I. Common Data Sets for Universities and Special Schools (12)
 

Those with Targets (8)	Those without Targets (4)
<b>(Nos. 7, 8, 31a, 33, 37, 38, 41, 42)</b>	<b>(Nos. 5, 12, 35, 36)</b>
  
- II. Common Data Sets for All Three Universities (10)
 

Those with Targets (5)	Those without Targets (5)
<b>(Nos. 1, 18, 22, 28, 40)</b>	<b>(Nos. 13a, 13b, 32, 39, 43)</b>
  
- III. Special Schools (2) (Nos. 10 and 11 -- each has target)
  
- IV. Performance Indicators (Universities)
 

IV.A University of Iowa	9 indicators	(all have targets)
IV.B Iowa State University	10 indicators	(all have targets)
IV.C University of Northern Iowa	3 indicators	(all have targets)

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

1. % of undergraduate student credit hours taught by tenured/tenure track faculty
2. % of senior faculty (tenured associate and full professors) teaching undergraduates (SUI)
- 3a. % of introductory courses taught by senior faculty (tenured associate and full professors) (ISU)  
["introductory" includes some upper division courses which are initial offerings in some professional courses]
- 3b. % of lower division courses taught by tenured and tenure-track faculty (includes assistant professors) (UNI)
4. % of senior faculty (tenured associate and full professors) teaching at least one undergraduate course per academic year (ISU)
- 5. Average undergraduate class size [organized lecture-type classes]**  
[Excluded are "to be arranged" and "independent studies" classes. For the Special Schools, the figure is for high school level classes;]
- 5a. Lower division (understood as classes commonly taken by freshmen and sophomore students)
- 5b. Upper division (understood as classes commonly taken by juniors and seniors) 5c. Sum of both upper and lower division classes
6. Number and % of faculty using instructional technology (including computers) (SUI/UNI)
- 7. Number and % of general assignment technology-equipped classrooms**  
["Technology-equipped" means at a minimum, capable of computer and internet connectivity. At universities, it may include video production capabilities; at the Special Schools, specific equipment appropriate for student needs.]
- 8. % of course sections in which computers are used as an integral teaching aid**  
[Eligible course sections, or courses, at the Special Schools, require that the students make significant use of computers as a part of course requirements.]
9. % of faculty who use computers as a teaching aid (ISU)
10. % of students with technology accessibility as part of their Individual Education Plan [IEP] (ISD and IBSSS)
11. Special school student outcomes (ISD and IBSSS)

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

- 12a. **Number, total, and % of tenured and tenure-track faculty resignations.**
- 12b. **Number, total, and % of tenured and tenure-track faculty retirements.**
- 12c. **Number, total, and % of tenured and tenure-track faculty new hires.**

[Resignations do not include retirements. Retirements include only FULL retirements, not partial or phased. At the universities, the three categories are only for tenured and tenure-track faculty. At the Special Schools, faculty are the teaching staff.]

- 13a. *% of professional students passing licensure examinations (SUI -- law, medicine, dentistry, pharmacy; ISU -- vet. medicine)*

[All three universities have "professional" programs, many of which require licensing examinations, such as Certified Public Accountant (CPA). At this time, reporting is only of professional programs associated with colleges.]

- 13b. *% of ALL graduates employed within one year after graduation (% employed; % engaged in further study; % other)*

[Data are reported by graduates. Reporting times are not identical. SUI is undergraduate only, and only from the Colleges of Business, Education, Engineering, and Nursing, and NOT from the College of Liberal Arts.]

- 14. Average Graduate Record Exam (GRE) composite score of entering graduate students (SUI)

- 15. Relevant annual publication indices' (SUI)

[Based on a five-year average for a Full-time Equivalent or FTE faculty member, the figure provided is the number of articles published over five years. Data are provided from the national Institute for Scientific Information (ISI) database, which includes the most prestigious academic journals.]

- 16. Relevant annual citation indices (SUI)

[Data are from Institute for Scientific Information (ISI) database. The figure is based on a five-year average, indicating the number of times articles have been published by a full-time equivalent faculty member (FTE) and have been cited over a five-year period.]

- 17. % of faculty having one scholarly work published during last 3 years (ISU)

- 18. *Sponsored funding in millions of dollars*

[Funding is provided by external sources, such as the federal or state-government, private foundations, or business and industry.]

- 19. Number of external funding proposals submitted per year (SUI)

- 20. % of faculty as principal or co-principal investigators for sponsored funding awards (ISU)

- 21. Sponsored funding per faculty member (per full-time equivalent or FTE) (ISU)

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

22. *Number of intellectual property disclosures*  
[Including, but broader than, patents and copyrights. In the Technology Transfer report, the number of disclosures includes only those officially recorded. Excluded are those which are in process.]
23. Number of new technologies licensed (ISU)
24. Number of new licenses generating revenues and total revenues (ISU)
25. Number of non-degree enrollments (includes undergraduate specialty and graduate non-degree undeclared) (SUI)
26. Number of Iowa Communications Network (ICN) sites served by Hancher programming (SUI)
27. Number of annual visits to UI Health Sciences Centers (SUI)
28. *Headcount enrollments in credit/non-credit courses offered through extension and continuing education*  
[Headcount includes number of persons enrolled. The same person taking two courses is counted twice.]  
[SUI -- includes off-campus, Saturday and evening classes, and correspondence study; ISU -- off-campus classes only; UNI -- includes off-campus, on-campus, and correspondence study students]
29. Number of extension clients served (ISU)
30. Availability of off-campus credit courses (UNI)  
[Figure is number of student enrollments in the courses.]
- 31a. **State appropriations requested for operations**  
[The amounts are those recommendations forwarded by the Board Office to the Governor's office.]
- 31 b. State appropriations requested (for capital) (see item 35 below)  
[The amounts are those recommendations forwarded by the Board Office to the Governors office.]
32. *Growth in undergraduate tuition and mandatory fees relative to HEPI.*  
[HEPI is Higher Education Price index.]
33. **Number of annual contributors and dollars contributed in millions (does not include contract monies)**  
  
*Definition still in process. ISU terminology includes gift activity and gift income: the former includes pledges, when committed and income when received.*

## 2.0 EXPLANATIONS OF COMMON DATA SETS AND PERFORMANCE INDICATORS BY MGT NUMBER

34. Number of external grants and contracts awarded (ISU)
35. **Amount of capital improvement funds requested and appropriated**
36. **Deferred maintenance backlog and expenditures in millions of dollars**
37. **% of resources reallocated annually**
38. **Fall enrollment by level, age, and residency**  
[Level refers to undergraduate student (UN), graduate student (GR) or professional school student (PR). Mean age refers to average age of students in the particular category.]
39. *Number and dollar value in millions of resident undergraduates receiving financial aid (need and non-need based). % of student need met (% NM)*  
[The financial aid dollar amount is calculated on scholarships, grants, and loans. The "% of need met" is determined by the institution.]
40. *Off-campus student enrollment in degree programs offered through distance education [Fall Semester only]*  
[Student enrollment here is unduplicated head count. That is, a student enrolled in two classes or more is only counted once.]
41. **Racial/Ethnic Composition of student, faculty and staff populations in percentages\***
42. **Undergraduate student retention and graduation rates by ethnic/racial composition in percentages**  
[Retention and graduation rates for students by ethnic/racial category are shown within brackets in OVERALL line.]
43. **Cost per student**  
[Costs are aggregated for lower division students (freshmen/sophomore); upper division students (junior/senior); a composite undergraduate cost; and a composite cost for all students, including graduate students.]

### 3.0 BIBLIOGRAPHY

Board of Regents, State of Iowa. *Investing in the Future: The Strategic Plan Of the Board of Regents Of the State of Iowa, 1998-2003.*

State University of Iowa, *Achieving Distinction 2000* (Strategic Plan, 19952000)

Iowa State University, *Strategic Plan, 19952000.*

University of Northern Iowa, *Strategic Plan, 19952000.*

Iowa School for the Deaf, *Strategic Plan, 1995-2000.*

Iowa Braille and Sight Saving School, *Strategic Plan, 1998-2002.*

#### References

Borden, Victor M. H. and Trudy W. Banta, eds. *Using Performance Indicators To Guide Strategic Decision Making.* (San Francisco: Jossey-Bass, 1994). Originally published as Number 82 in series, New Directions for Institutional Research.

Chapter topics include the history, definitions, and methods of performance indicators (V. Borden and K. Bottrill). In another chapter, Peter T. Ewell and Dennis P. Jones argue that indicators can be useful in policy and decision making if they encompass multiple aspects of institutional performance. Michael Dolence and Dennis M. Norris, in another chapter,, discuss key performance indicators and their successful implementation at colleges and universities.

CDS Publishers. "The 1999-2000 Common Data Set." (unpublished paper). A consortium of publishers and higher education organizations have proposed the use of some definitions to make the collection and dissemination of data more accurate. Participants include the College Board, *U. S. News & World Report*, Wintergreen/Orchard Press.

DesJardins, Stephen L. "Tracking Institutional Leavers: An Application," *A/R Professional File 71* (Spring 1999): 1-12.

### 3.0 BIBLIOGRAPHY

- Educational Testing Service. "Performance Assessment: Different Needs, Difficult Answers." (1995). A booklet focusing on issues of assessing student performance, after describing what performance assessment is and what benefits it can provide.
- Gaither, Gerald, et al. "Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ERIC Document HE 028 392. (June 1995). Contains some excellent references, including a summary of trends in European higher education.
- Irwin, T. Dary. "A Doctoral Program for Assessment and Accountability." *Assessment and Accountability Forum*, IX, no. 1 (Spring 1999): 11-12, 18.
- Joint Commission on Accountability Reporting (JCAR). *National Study of Instructional Costs and Productivity* (University of Delaware). The three Regent universities participate in annual peer comparison studies coordinated by the University of Delaware. The study focuses on instructional workload data.
- Kaplan, Robert, and Norton, David. *Balanced Scorecard*. (Cambridge: Harvard University Press, 1993).
- Kentucky Council on Postsecondary Education. "Performance Funding indicators." From 1996-1999, the Commonwealth of Kentucky has developed a set of 15 indicators for the state's higher education institutions. See [www.cpe.state.ky.us/issues/15indic.htm](http://www.cpe.state.ky.us/issues/15indic.htm) for complete details of benchmarks, rationale, evaluation methods.
- Likierman, A. "Performance Indicators: 20 Early Lessons from Managerial Use." *Public Money and Management* (October-December 1993).
- Neely, A., Gregory, M., and Platts, K. "Performance Measurement System Design: A Literature Review and Research Agenda." *International Journal of Operations and Production Management* 15, no. 4 (1995): 88 -116.
- Nettles, Mike. *Benchmarking Assessment* (Ann Arbor: University of Michigan: 1998) .
- Newcomer, Kathryn. *Using Performance Measurement to Improve Public and Nonprofit Programs*. (San Francisco: Jossey-Bass, 1997).
- Pollitt, C. "The Politics of Performance Assessment: Lessons for Higher Education." *Studies in Higher Education* 12, no. 2 (1987).

### 3.0 BIBLIOGRAPHY

- Roley, David J., Lujan, Herman D., and Dolence, Michael, *Strategic Changes in Colleges and Universities*, San Francisco: Jossey Bass, 1997
- Schiemann, William A., and Lingle, John H. "Seven Greatest Myths of Measurement." Website article, 1998, copyright by Panorama Business Views ([www.pbviews.com/perform.](http://www.pbviews.com/perform.))
- Schmidt, Peter. "State Increasingly Link Budgets to Performance." *Chronicle of Higher Education*, July 24, 1998. The author describes a survey conducted by the Public Higher Education Program at the Rockefeller Institute of Government in Albany, NY, which concludes that coordinating boards and state officials are increasingly accepting the concept that resource allocation needs to be linked to results in certain areas. Targets are established to determine "performance funding." (Copies of the survey are available from the Institute.)
- Taylor, Barbara E. and Massy, William F. *Strategic Indicators for Higher Education*. (Princeton, NJ: Peterson's, 1996). Based on a survey of 1000 public and private colleges and universities, identifies "top ten" indicators. Reports, by categories of institutions, results of surveys.

## 4.0 INSTRUCTIONAL ENVIRONMENT

### All Regent Institutions

- Average [Undergraduate Class Size] (#5) Page 22
- Number and Percentage of General Assignment Technology-Equipped Classrooms (#7) Page 24
- Percentage of Course Sections Using Computers as Integral Teaching Aid (#8) Page 25

### Regent Universities

- Percentage of Undergraduate Student Credit Hours Taught by Tenured/Tenure Track Faculty (#1) Page 26

### Individual Universities

- Percentage of Senior Faculty Teaching Undergraduates (University of Iowa) (#2) Page 62
- Number, Total, and Percentage of Faculty Using Instructional Technology (University of Iowa, University of Northern Iowa) (#6) Page 27
- Percentage of Introductory Courses Taught by Senior Faculty (Iowa State University) (#3a) Page 27
- Percentage of Lower Division Courses Taught by Tenured/Tenure Track Faculty (University of Northern Iowa) (#3b) Page 72
- Percentage of Senior Faculty Teaching at Least One Undergraduate Course Yearly (Iowa State University) (#4) Page 29
- Percentage of Faculty Who Use Computers as a Teaching Aid (Iowa State University) (#9) Page 29

## 4.0 INSTRUCTIONAL ENVIRONMENT

For academic institutions, one of the most important areas to be monitored is the quality of classroom instruction. Key elements in the instructional environment are the size of the classroom, the experience of the faculty, and the resources used. In recent years, the institutions and the Board of Regents have paid particular attention to equipping classrooms with appropriate technological resources and assessing faculty use of computers in the academic enterprise.

### **Average Class Size Common Data Set (Indicator #5)**

#### **Universities**

At the university level, there are many sizes of classes, ranging from large lecture sections to small seminars. The purpose of a course and its related technology resources also result in various class sizes. To arrive at meaningful figures that are comparable at the Regent universities and peer institutions, the work group agreed upon three levels of classrooms and two data figures. The classroom size reported is on an "organized lecture-type class." As the data indicate, a class at the freshman or sophomore level (i.e., lower division), has more students than the same type class at the junior or senior level, i.e., upper division. -The third category of data sums the lower and upper division. Realizing that the "average" number reported would represent both rather large classes and smaller number of courses, the institutions agreed to provide the median number of students per class. The median number represents the middle figure of the class size, with half of the students above and half below the figure. For the three universities, the data show only slight changes from year to year.

#### **Special Schools**

The average class size at the Iowa School for the Deaf changed slightly in the first four reporting years. Due to the addition of students from Nebraska, average class size has increased in FY99 and FY00. The average class size at Iowa Braille and Sight Saving School has shown a gradual decline. As noted elsewhere, IBSSS is working increasingly with students and their families at off-campus locations.

**Average Class Size – Universities’ Undergraduate**

Related Action Step -- Quality	University of Iowa			Iowa State University			University of Northern Iowa		
1.1.1.2									
<b>Lower Division</b>		<u>Avg.</u>	<u>Median</u>	<b>94-95</b>	<u>Avg.</u>	<u>Median</u>		<u>Avg.</u>	<u>Median</u>
	94-95	NC	NC		37.3	24.0	94-95	33.7	26.0
	95-96	37.2	21.0	95-96	36.5	23.0	95-96	34.9	25.0
	96-97	36.5	21.0	96-97	36.5	24.0	96-97	35.5	26.0
	97-98	36.5	21.0	97-98	37.0	24.0	97-98	33.2	25.0
	98-99	37.1	21.0	98-99	36.9	24.0	98-99	32.9	25.0
	<b>99-00</b>	38.3	22.0	99-00	39.5	24.0	99-00	34.6	25.0
	<b>Target</b>	37.0	21.0	<b>Target</b>	37.0	24.0	<b>Target</b>	33.0	27.0
<b>Upper Division</b>									
	94-95	NC	NC	94-95	24.1	19.0	94-95	23.9	23.0
	95-96	28.0	19.0	95-96	24.7	20.0	95-96	22.8	21.0
	96-97	31.0	20.0	96-97	23.4	18.0	96-97	<b>23.1</b>	21.0
	97-98	21.3	18.0	97-98	24.2	19.0	97-98	23.3	22.0
	98-99	27.6	20.0	98-99	24.3	18.0	98-99	24.2	24.0
	99-00	26.1	18.0	99-00	24.5	18.0	<b>99-00</b>	22.8	23.0
	<b>Target</b>	28.0	20.0	<b>Target</b>	24.0	<b>TBP</b>	<b>Target</b>	23.0	25.0
<b>Com-bined Lower and Upper Division</b>									
	94-95	NC	NC	94-95	32.6	23.0	94-95	30.2	25.0
	95-96	32.5	20.0	95-96	32.7	22.0	95-96	30.1	24.0
	96-97	32.9	20.0	96-97	31.8	22.0	<b>96-97</b>	29.5	24.0
	97-98	32.1	21.0	97-98	32.2	22.0	97-98	28.9	24.0
	98-99	32.4	21.0	98-99	32.0	22.0	98-99	29.2	24.0
	99-00	32.3	20.0	<b>99-00</b>	32.7	22.0	99-00	28.9	25.0
	<b>Target</b>	32.0	21.0	<b>Target</b>	32.0	22.0	<b>Target</b>	28.0	24.0

**Average Class Size – Special Schools**

Related Action Step -- Quality	Iowa School for the Deaf		Iowa Braille and Sight Saving School	
1.1.1.2		<u>No.</u>		<u>No.</u>
	94-95	4.0	94-95	~3.2
	95-96	3.5	95-96	3.3
	96-97	4.2	<b>96-97</b>	<b>3.2</b>
	97-98	3.2	<b>97-98</b>	<b>3.2</b>
	98-99	3.7	<b>98-99</b>	<b>2.9</b>
	99-00	4.2	<b>99-00</b>	<b>2.6</b>

**Number and Percentage of General Assignment  
Technology-Equipped Classrooms  
Common Data Set (Indicator #7)**

**Regent Universities**

For the Regent universities, general assignment classrooms are understood to be classrooms other than laboratories or other specialized rooms. They are to have the technological resources that are appropriate for the classes that meet in the room, typically computers, video production equipment, and Internet connection capability. The University of Iowa's target was to have 100, or one-half of its 200 general assignment classrooms, technologically-equipped by the fifth year of its 1995-2000 strategic plan. Its latest report is that 81 or, 40.5%, have been equipped. UNI did not collect data until 1999-2000, but was able to report that 248 of its 268 general assignment classrooms have been equipped. ISU did not set a target. It reports that 70 of 236 general assignment classrooms, almost 30%, are now equipped with appropriate technology.

Related Action Step -- Quality	University of Iowa				Iowa State University				University of Northern Iowa			
		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>
I.1.1.4	95-96	22	200	11.0%	95-96	39	240	16.3%	95-96	NC	NC	NC
	96-97	36	200	18.0%	96-97	57	236	24.2%	97-98	NC	NC	NC
	97-98	42	200	21.0%	97-98	64	236	27.1%	97-98	NC	NC	NC
	98-99	63	200	31.5%	98-99	66	236	28.0%	98-99	NC	NC	NC
	99-00	81	200	40.5%	99-00	70	236	29.7%	99-00	248	268	93%
	Target	100	200	50.0%	Target	NP			Target	268	268	100%

**Number and Percentage of General Assignment  
Technology-Equipped Classrooms – Special Schools  
'Common Data Set (Indicator #7)**

The two special schools have a limited number of classrooms. They report that all of their classrooms are equipped with the special technological equipment needed for their students. IBSSS has collected data for the past two years.

Related Action Step -- Quality	Iowa School for the Deaf			Iowa Braille and Sight Saving School		
		<u>No.</u>	<u>Pct.</u>		<u>No.</u>	<u>Pct.</u>
1.1.1.4	95-96	NC	NC	95-96	NC	10%
	96-97	56	75%	95-96	NP	50%
	97-98	56	80%	96-97	NP	75%
	98-99	61	100%	97-98	15	100%
	99-00	61	100%	99-00	15	100%

**Percentage of Course Sections Using  
Computers as Integral Teaching Aid  
Common Data Set (Indicator #8)**

**Regent Universities**

Originally, this indicator applied only to Iowa State University, since it was part of its strategic plan. The work group agreed to broaden it to include the other two universities. As noted in the data, both SUI and UNI have only reported data for the 1999-2000 year. SUI proposes to replace this common data set with another that will emphasize the instructional use of the computer. UNI will continue to report this common data set.

Related Action Step -- Quality	University of Iowa	Iowa State University	University of Northern Iowa	
1.1.1.4	95-96	NC	98-99	NC
	96-97	NC	95-96	45.0%
	97-98	NC	97-98	46.0%
	95-96	NC	97-98	49.0%
	99-00	40.4%	99-00	54.0%
	SUI will no longer report		Target	50.0%
			Target	46.0%

*"NC" indicates data was not collected.*

The special schools, as the data below indicate, make extensive use of computers.

Related Action step -- Quality	Iowa School for the Deaf			Iowa Braille and Sight Saving School		
		<u>No.</u>	<u>Pct.</u>		<u>No.</u>	<u>Pct.</u>
1.1.1.4	95-96	NC	NC	98-99		10%
	96-97	56	75%	95-97	NP	50%
	97-98	56	80%	96-98	NP	75%
	98-99	61	100%	96-97	15	100%
	99-00	61	100%	99-00	15	100%

**Percentage of Undergraduate Student Credit Hours  
 Taught by Tenured/Tenure Track Faculty  
 Common Data Set (Indicator #1)**

**Regent Universities**

The Annual Report on Faculty Activities is the source of this data. That report contains many other dimensions of faculty teaching workload. At each institution, teaching of undergraduates is a high priority. At the two research universities, the percentage of student credit hours (SCHs) taught by tenured and tenure track faculty remains fairly stable from year to year. At UNI, the comprehensive regional university, the percentage of faculty teaching SCHs is higher, but also shows more change from year to year.

Related Action Step -- Quality	University of Iowa	Iowa State University	University of Northern Iowa
1.1.1.1.	93-94 59.3%	93-94 63.0%	93-94 75.0%
	94-95 NC	94-95 64.0%	94-95 NC
	95-96 56.3%	95-96 83.0%	95-96 76.0%
	96-97 56.3%	96-97 84.0%	96-97 76.0%
	97-98 56.8%	97-98 60.0%	97-98 72.3%
	98-99 56.9%	98-99 62.0%	98-99 68.0%
	99-00 57.4%	99-00 60.0%	99-00 67.0%
	Target 60.0%	Target 61.0%	Target 75.0%

**University of Iowa  
 (Indicator #2)**

For the past two years, the University of Iowa has exceeded its target of 87.5% of senior faculty teaching undergraduates. SUI reported in 1999-2000 that 88.2% of the senior faculty taught undergraduates.

Related Action Step -- Quality	SUI
1.1.1.1	95-96 79.7%
	96-97 85.0%
	97-98 86.3%
	98-99 87.8%
	99-00 88.2%
	Target 87.5%

**Number, Total, and Percentage of Faculty  
Using Instructional Technology  
Performance Indicator #6**

**University of Iowa, University of Northern Iowa**

Two of the universities made this Regent indicator part of their strategic plans. The University of Iowa decided that this indicator could best be measured objectively by counting the number of professors and teaching staff that received a specific training program in the use of instructional technology in the classroom. As the data for SUI indicate, 438 faculty have received training, far exceeding the target of 300. The University of Northern Iowa did not collect data until recently. For the last reporting year, 542 of a total of 609 faculty members, or 89.0% are using instructional technology in their classrooms. The target of 83% has been met.

Related Action Step – Quality	University of Iowa				University of Northern Iowa			
		No.	Total	Pct.		No.	Total	Pct.
1.1.1.4	95-96	NC			95-96	NC		
	96-97	93	93	31.0%	96-97	NC		
	97-98	120	213	71.0%	97-98	Est.		50.0%
	98-99	120	333	111.0%	98-99	Est.		66.0%
	99-00	105	438	146.0%	99-00	542	609	89.0%
	Target	300			Target			83.0%

**Percentage of Introductory Courses Taught by Senior Faculty  
Performance Indicators #3a and #3b**

**Iowa State University -- #3a**

At Iowa State University, the term “introductory courses” includes some upper division courses that are initial offerings in some professional programs. The term, “senior faculty,” is defined as tenured associate and full professors.

As reported in ISU's strategic plan, the data indicate that this has been relatively stable for the past five years. However, the percentage has declined slightly in the past two years, from 62.0% in 1997-98 to 57.4%% in 1999-2000. ISU has identified two factors that contribute to the decline. One is increasing enrollments at the University, which require that more sections be offered, and the second is the retirement of many senior faculty (see Common Data Set #12).

***(This page intentionally left blank)***

## 5.0 STUDENT PROFILE

### (Enrollment, Retention, and performance)

#### All Regent Institutions

- Fall Enrollment, by Level, Age, and Residency (#38) Page 32
- Undergraduate Student Retention and Graduation Rates (#42) Page 35

#### Regent Universities

- Percentage of Professional Students Passing Licensure Examinations (University of Iowa, Iowa State University) (#13a) Page 37
- Percentage of All Graduates Employed Within One Year (University of Iowa, Iowa State University, University of Northern Iowa) (#13b) Page 38

#### Individual University

- Average Graduate Record Exam (GRE) Composite Score of Entering Graduate Students (University of Iowa) (#14) Page 39

## 5.0 STUDENT PROFILE

A common input performance indicator is student enrollment. The Board of Regents requires each of its institutions to report annually its fall enrollment figures. The enrollment figures are presented to the Board in October and November of each year. For years, a common output measure has been student graduation rates.. In more recent years, attention has also been given to the retention rate of students after the first and second years.

Other output measures include the percentage of professional students passing licensure examinations and the percentage of all graduates employed within one year of graduation.

An input measure found in the strategic plan of the University of Iowa, the Graduate Record Exam of entering graduate students, is also included.

### **Fall Enrollment by Level, Age, and Residency [And Mean Age] Common Data Set #38**

At the Regent universities, levels include undergraduate, graduate, and professional program students. The Fall Enrollment reports in October and November also indicate, in those categories, the number of students who are Iowa residents and those who are non-residents. For the six years being reported, the general trend has been increases in undergraduate enrollments. There have been declines at the graduate levels. For Common Data Sets, it is typical not to set targets.

Data tables of the universities are on the following page.

MGT NO.	Performance Indicator	Related Action Step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.
38	<b>Fall enrollment by level: age, and residency and mean age]</b> <b>*levels are undergraduate=UN; graduate=GR; professional= PR]</b>  <b>Board Office statistics)</b>	2.1.1.1	<u>95-96 (Fall 95)</u> <u>UN PR GR TTL</u> Resid. <b>12,629 2,294</b> 3,203 18,126 Non R. 5,704 5223,245 9,471 Ttl <b>18,333 2,816</b> 6,448 <b>27,597</b> M. Age 21.7 26 30 22  <u>96-97 (Fall 96)</u> <u>UN PR GR TTL</u> Resid. <b>12,883 2,373 3,220</b> 18,476 Non R. 5,703 5263,216 9,445 Ttl 18,586 2,899 6,436 27,921 M. Age 21.9 26 30 22  <u>97-98 (Fall 97)</u> <u>UN PR GR TTL</u> Resid. 13,079 2,372 3,148 18,599 Non R. 5,675 510 3,087 9,272 Ttl <b>18,754 2,882</b> 6,235 27,871 M. Age 21.6 26 30 22  <u>98-99 (Fall 98)</u> <u>UN PR GR TTL</u> Resid. 13,642 2,349 3,418 19,409 Non R. 5,695 525 3,076 9,296 Ttl <b>19,337 2,874 6,494</b> 28,705 M. Age 21.6 26 29 22  <u>99-00 (Fall 99)</u> <u>UN PR GR TTL</u> Resid. <b>13,681</b> 2,333 3,299 19,313 Non R. 5,856 5753,102 9,533 Ttl 19,537 2,908 6,401 28,846 M. Age 21.7 25.6 31.8 24.2  <u>00-01 (Fall 00)</u> <u>UN PR GR TTL</u> Resid. <b>13,273</b> 2,670 2,540 18,483 Non R. <b>6,011</b> 854 2,963 9,828 Ttl 19,284 3,524 5,503 28,311 M. Age 21.5 27.7 31.6 24.1  <b>Projection for Fall 2001</b> 28,473	<u>95-96 (Fall 95)</u> <u>UN PR GR TTL</u> Resid. <b>15,378</b> 2662,057 17,701 Non R. 4,563 1362,273 6,972 Ttl 19,941 4024,330 24,673 M. Age 21.7 25.7 31.0 23.3  <u>96-97 (Fall 96)</u> <u>UN PR GR TTL</u> Resid. 15,549 261 2,061 17,871 Non R. 4,551 1422,335 7,028 Ttl <b>20,100 403 4,396</b> 24,899 M. Age 21.8 25.6 31.4 23.5  <u>97-98 (Fall 97)</u> <u>UN PR GR TTL</u> Resid. <b>16,123</b> 265 2,007 18,395 Non R. 4,594 142 2,253 6,989 Ttl <b>20,717 407 4,260</b> 25,384 M. Age 21.6 25.7 31.1 23.2  <u>98-99 (Fall 98)</u> <u>UN PR GR TTL</u> Resid. <b>16,408</b> 248 1,973 18,629 Non R. 4,627 144 2,185 6,956 Ttl <b>21,035 392 4,158</b> 25,585 M. Age 21.4 25.8 31.3 23.1  <u>99-00 (Fall 99)</u> <u>UN PR GR TTL</u> Resid. 16,808 252 2,025 19,085 Non R. <b>4,695 146 2,184</b> 7,025 Ttl <b>21,503 398 4,209 26,110</b> M. Age 21.5 26.9 31.4 21.6  <u>00-01 (Fall 00)</u> <u>UN PR GR TTL</u> Resid. <b>17,156</b> 251 2,086 19,493 Non R. 4,931 143 2,278 7,352 Ttl 22,087 394 4,364 26,845 M. Age 21.2 25.3 31.3 22.9  <b>Projection for Fall 2001</b> 27,270	<u>95-96 (Fall 95)</u> <u>UN GR TTL</u> Resid. 10,921 1,165 12,086 Non R. 549 251 800 Ttl 11,470 1,416 12,886 M. Age 21.7 33.6 23.0  <u>96-97 (Fall 96)</u> <u>UN GR TTL</u> Resid. 11,008 1,109 12,117 Non R. 579 261 840 Ttl 11,587 1,370 12,957 M. Age 21.6 33.5 22.9  <u>97-98 (Fall 97)</u> <u>UN GR TTL</u> Resid. 1136 1,163 12,209 Non R. 608 291 899 TU 11,654 1,454 13,108 M. Age 21.5 33.4 22.8  <u>98-99 (Fall 98)</u> <u>UN GR TTL</u> Resid. 11,125 1,278 12,403 Non R. 639 287 976 Ttl 11,764 1,565 13,329 M. Age 21.5 34.0 22.9  <u>99-00 (Fall 99)</u> <u>UN GR TTL</u> Resid. <b>11,372</b> 1,258 12,630 Non R. 612 311 923 Ttl 11,984 1,569 13,553 M. Age 21.4 33.8 22.9  <u>00-01 (Fall 00)</u> <u>UN GR TTL</u> Resid. <b>11,536</b> 1,254 12,790 Non R. 682 302 984 Ttl 12,218 1,556 13,774 M. Age 21.3 33.5 22.7  <b>Projection for Fall 2001</b> 13,980	FE

**Fall Enrollment By Level, Age, and Residency  
 Common Data Set #38**

**Special Schools**

For the Iowa School for the Deaf (ISD), data are reported for Elementary (EI), Middle School (MS), **and** High School (HS) enrollments, on campus (the column marked Total). Increasingly, ISD is working with Area Education Agencies and local school districts. Therefore, another category of enrollment is "off-campus" or OC. The increase in on-campus enrollment in FY 99 from 123 to 153 reflects, in part, the addition of students from Nebraska, after that state closed its school for the deaf.

The Iowa Braille and Sight Saving School reports its enrollment figures differently. For a number of years, it has been providing services to many students throughout the state. The figures in column one, "Birth-21," represent the total number of students served throughout the state. The column "LC" represents those students of the total who are residential in Vinton during the year.

Related Action Step -- Access	ISD						IBSSS		
		EI.	Md.	HS	Ttl.	OC		0-21	LC
2.1.1.1	FY96	47	25	52	124	90	FY96	392	53
	FY97	46	31	54	131	94	FY97	462	55
	FY98	44	26	53	123	66	FY98	485	45
	FY99	38	40	75	153	95	FY99	569	38
	FY00	46	37	72	155	112	FY00	576	36

## Undergraduate Student Retention and Graduation Rates Common Data Set (Indicator #42)

### Regent Universities

Consistent with patterns over many years, the three universities continue to graduate more than 60% of entering freshmen within six years. Typically, the six-year graduation rates are comparable to each institution's peer group. Last year, SUI's six-year graduation rate was 63.1%; its peer group mean was 68%. ISU's six-year graduation rate was 62.4%, and its peer group mean was 64%. UNI's six-year graduation rate was 62.2% and its peer group mean was 47%.

The most recent first-year retention rates, for the entering class of 1999, were positive at all three institutions, with a minimum of 81.4% of all freshmen returning for their second year of studies.

The University of Iowa has consistently made its four-year graduation option known to students. The four-year graduation rate at SUI has risen to 37.1%; the target in SUI's strategic plan calls for raising this rate to 40%. ISU's four-year graduation rate is at an all-time high of 28.4%, while UNI's is at an all-time high of 33.2%.

These rates are consistent with the Board's strategic plan and specifically Action Step 2.1 .1 .2, "develop and implement effective strategies for retention of students."

### Special Schools

The graduation rates of students at both Iowa School for the Deaf and Iowa Braille and Sight Saving Schools are 100%. Each student who enters ISD or IBSS will have an Individual Education Plan (IEP) which is reviewed annually. In some cases, students were referred back to their local school districts, who with Area Education Agencies, will develop further programming.

No data table is provided for the special schools, in light of the 100% graduation rate described above.

No	Performance Indicator	Re-lated Action step	University of Iowa			Iowa State University			University of Northern Iowa		
			95-96	1 <sup>st</sup> Y	Grad. 6 <sup>th</sup> Y	95-96	1 <sup>st</sup> Y	Grad. 6 <sup>th</sup> Y	95-96	1 <sup>st</sup> Y	Grad. 6 <sup>th</sup> Y
42	<p><b>Undergraduate student retention and graduation rates by ethnic/racial composition in percentages</b></p> <p><b>[retention and graduation rates For students by ethnic/racial category are shown within brackets in OVERALL line]</b></p> <p><b>Targets:</b></p> <p><b>SUI -- (for all)</b> 1<sup>st</sup> Y: TBP 4<sup>th</sup> Y: 40% 6<sup>th</sup> Y: TBP</p> <p><b>ISU -- (for all)</b> 1<sup>st</sup> Y: SQ% 4<sup>th</sup> Y: NP 6<sup>th</sup> Y: 70%</p> <p><b>UNI -- TBP</b></p>	3.1.2.3	<p><b>95-96</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1995                      1990</p> <p>Native Am            91.7%                      40.0%</p> <p>African Am            73.3%                      40.2%</p> <p>Asian Am              83.2%                      <b>56.8%</b></p> <p>Hispanic              77.8%                      55.6%</p> <p>White                  63.1%                      64.5%</p> <p><b>Overall</b> [79.8%] 62.2% [48.8%] 62.7%</p>			<p><b>95-96</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1995                      1990</p> <p>Native Am            87.5%                      00.0%</p> <p>African Am            79.0%                      37.6%</p> <p>Asian Am              90.6%                      50.0%</p> <p>Hispanic              66.9%                      35.7%</p> <p>White                  61.4%                      62.0%</p> <p><b>Overall</b> [81.0%] 61.5% [40.0%] 60.0%</p>			<p><b>95-96</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1995                      1990</p> <p>Native Am            60.0%                      50.0%</p> <p>African Am            66.5%                      36.6%</p> <p>Asian Am              76.9%                      43.6%</p> <p>Hispanic              66.2%                      75.0%</p> <p>White                  62.4%                      60.1%</p> <p><b>Overall</b> [69.3%] 81.8% [44.0%] 59.4%</p>		
			<p><b>96-97</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1996                      1991</p> <p>Native Am            90.9%                      63.3%</p> <p>African Am            62.3%                      33.6%</p> <p>Asian Am              79.7%                      55.0%</p> <p>Hispanic              60.6%                      54.1%</p> <p>White                  63.7%                      63.6%</p> <p><b>Overall</b> [80.8%] 63.3% [49.1%] 62.0%</p>			<p><b>96-97</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1996                      1991</p> <p>Native Am            64.3%                      14.356</p> <p>African Am            66.4%                      36.1%</p> <p>Asian Am              62.9%                      50.0%</p> <p>Hispanic              75.0%                      40.4%</p> <p>White                  63.3%                      61.7%</p> <p><b>Overall</b> [74.5%] 62.8% [40.4%] 60.1%</p>			<p><b>96-97</b>      1<sup>st</sup> Y                      Grad. 6<sup>th</sup> Y</p> <p><b>Entry Year</b>      1996                      1991</p> <p>Native Am            75.0%                      40.0%</p> <p>African Am            67.9%                      34.9%</p> <p>Asian Am              72.0%                      73.7%</p> <p>Hispanic              92.9%                      35.7%</p> <p>White                  62.1%                      61.2%</p> <p><b>Overall</b> [74.6%] 82.0% [44.4%] 60.4%</p>		
			<p><b>97-98</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1997                      1994                      1992</p> <p>Native Am            93.3%                      <b>00.0%</b>                      <b>85.7%</b></p> <p>African Am            76.6%                      22.0%                      41.2%</p> <p>Asian Am              86.1%                      22.0%                      62.4%</p> <p>Hispanic              91.9%                      25.0%                      54.4%</p> <p>White                  64.4%                      34.4%                      65.1%</p> <p><b>Overall</b>              64.6%                      33.6%                      63.5%</p> <p><b>Minority (all)</b>      [86.1%]                      [23.4%]                      [54.3%]</p>			<p><b>97-98</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1997                      1994                      1992</p> <p>Native Am            54.5%                      14.3%                      <b>40.0%</b></p> <p>African Am            79.5%                      07.2%                      27.3%</p> <p>Asian Am              69.9%                      17.3%                      56.4%</p> <p>Hispanic              60.4%                      21.6%                      36.5%</p> <p>White                  63.9%                      24.3%                      62.7%</p> <p><b>Overall</b>              63.6%                      24.0%                      61.1%</p> <p><b>Minority (all)</b>      [82.4%]                      [14.1%]                      [38.6%]</p>			<p><b>97-98</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1997                      1994                      1992</p> <p>Native Am            00.0%                      00.0%                      25.0%</p> <p>African Am            65.8%                      02.5%                      40.0%</p> <p>Asian Am              78.9%                      29.0%                      64.3%</p> <p>Hispanic              40.0%                      00.0%                      40.0%</p> <p>White                  83.1%                      29.5%                      63.2%</p> <p><b>Overall</b>              82.4%                      29.0%                      62.2%</p> <p><b>Minority (all)</b>      [63.8%]                      [11.6%]                      [44.1%]</p>		
			<p><b>98-99</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1998                      1995                      1993</p> <p>Native Am            76.5%                      16.7%                      76.9%</p> <p>African Am            79.0%                      16.6%                      46.6%</p> <p>Asian Am              67.1%                      21.4%                      67.3%</p> <p>Hispanic              79.1%                      23.3%                      45.6%</p> <p>White                  81.8%                      36.9%                      63.4%</p> <p><b>Overall</b>              61.6%                      35.0%                      62.4%</p> <p><b>Minority (all)</b>      [81.1%]                      [20.3%]                      [57.6%]</p>			<p><b>98-99</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1998                      1995                      1993</p> <p>Native Am            60.0%                      25.0%                      26.6%</p> <p>African Am            62.7%                      09.7%                      33.5%</p> <p>Asian Am              67.7%                      23.4%                      53.4%</p> <p>Hispanic              61.1%                      06.9%                      55.4%</p> <p>White                  64.6%                      25.5%                      62.7%</p> <p><b>Overall</b>              64.4%                      25.1%                      60.4%</p> <p><b>Minority (all)</b>      [83.9%]                      [15.1%]                      [40.7%]</p>			<p><b>98-99</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1998                      1995                      1993</p> <p>Native Am            66.7%                      00.0%                      50.0%</p> <p>African Am            69.0%                      03.4%                      39.4%</p> <p>Asian Am              70.6%                      31.6%                      42.3%</p> <p>Hispanic              56.3%                      04.5%                      33.3%</p> <p>White                  81.5%                      30.7%                      64.2%</p> <p><b>Overall</b>              81.0%                      29.8%                      62.7%</p> <p><b>Minority (all)</b>      [66.7%]                      [10.7%]                      [39.7%]</p>		
			<p><b>99-00</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1999                      1996                      1994</p> <p>Native Am            84.2%                      33.3%                      11.8%</p> <p>African Am            76.0%                      23.4%                      52.9%</p> <p>Asian Am              79.7%                      21.5%                      56.9%</p> <p>Hispanic              79.5%                      <b>18.2%</b>                      54.7%</p> <p>White                  63.7%                      39.0%                      64.7%</p> <p><b>Overall</b>              63.2%                      37.1%                      63.1%</p> <p><b>Minority (all)</b>      [79.4%]                      [28.3%]                      [53.5%]</p>			<p><b>99-00</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1999                      1996                      1994</p> <p>Native Am            75.0%                      21.4%                      71.4%</p> <p>African Am            60.7%                      15.6%                      34.0%</p> <p>Asian Am              69.5%                      18.3%                      72.0%</p> <p>Hispanic              85.3%                      20.0%                      50.9%</p> <p>White                  65.2%                      26.5%                      63.1%</p> <p><b>Overall</b>              65.1%                      26.4%                      62.4%</p> <p><b>Minority (all)</b>      63.9%                      17.9%                      51.3%</p>			<p><b>99-00</b>      1<sup>st</sup> Y                      4<sup>th</sup> G                      6<sup>th</sup> G</p> <p><b>Entry Year</b>      1999                      1996                      1994</p> <p>Native Am            60.0%                      25.0%                      0</p> <p>African Am            68.0%                      3.6%                      42.5%</p> <p>Asian Am              73.7%                      24.0%                      41.9%</p> <p>Hispanic              64.3%                      14.3%                      36.4%</p> <p>White                  82.1%                      34.0%                      63.3%</p> <p><b>Overall</b>              81.4%                      53.2%                      62.2%</p> <p><b>Minority (all)</b>      68.2%                      14.1%                      39.5%</p>		

**Percentage of Professional Students Passing Licensure Examinations  
Common Data Set (Indicator #13a)**

**University of Iowa, Iowa State University**

Currently, the Board of Regents compiles data on the percentage of professional students who pass licensure examinations in four programs at the University of Iowa and one program at Iowa State University. At the University of Iowa, the programs are law, medicine, dentistry, and pharmacy. At Iowa State University, the veterinary medicine program is the only one for which data is collected.

Consideration is being given to expanding the number of professional licensure examinations covered.

Related Action Step -Quality	University of Iowa				Iowa State University		
	Law	Med	Dtry	Phrmy	Vet		
1.1.2.5	95-96	89%	95%	97%	100%	95-96	99%
	96-97	93%	100%	97%	100%	96-97	99%
	97-98	85%	100%	95%	100%	97-98	98%
	98-99	89%	100%	95%	100%	98-99	95%
	99-00	80%	97%	100%	100%	99-00	97%
	Target	90%	100%	95%	100%	Target	98%

**Percentage of All Graduates Employed Within One Year  
 Common Data Set (Indicator #13b)**

**Regent Universities**

The data now collected by the universities through self-reports on recent graduates provide summary information in three broad areas -- employment status, further academic study, or other. Employment includes both full-time and part-time employment. The "study" category includes those who are studying full-time or part-time. The "other" category includes graduates who have stated they are still-seeking employment as well as those who have indicated they are not seeking employment.

The universities are in the process of revising the questions asked of recent graduates. Within the next year, more data will be available on reasons students state they are taking the job opportunity they have selected.

The statistics from ISU and UNI represent graduates from all colleges. From SUI, the statistics are from undergraduates in the Colleges of Business, Education, Engineering, and Nursing, as well as a small sample from the College of Liberal Arts. SUI is in the process of expanding its reporting career placement options of graduates of the College of Liberal Arts.

Considering the number of external factors that influence employment trends, the universities find it difficult to establish targets in this area. The term, "To be provided," indicates that discussions are continuing on this topic.

Related Action step -Quality	University of Iowa	Iowa State University	University of Northern Iowa																																																																																																
1.1.2.5	<table border="1"> <thead> <tr> <th></th> <th><u>Employed</u></th> <th><u>Study</u></th> <th><u>Other</u></th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>TBP</td> <td>TBP</td> <td>TBP</td> </tr> <tr> <td>94-95</td> <td>TBP</td> <td>TBP</td> <td>TBP</td> </tr> <tr> <td>95-96</td> <td>80.6%</td> <td>10.2%</td> <td>10.2%</td> </tr> <tr> <td>96-97</td> <td>82.3%</td> <td>7.0%</td> <td>10.7%</td> </tr> <tr> <td>97-98</td> <td>86.4%</td> <td>7.1%</td> <td>6.5%</td> </tr> <tr> <td>98-99</td> <td>90.0%</td> <td>6.0%</td> <td>4.0%</td> </tr> <tr> <td>Target</td> <td>TBP</td> <td></td> <td></td> </tr> </tbody> </table>		<u>Employed</u>	<u>Study</u>	<u>Other</u>	93-94	TBP	TBP	TBP	94-95	TBP	TBP	TBP	95-96	80.6%	10.2%	10.2%	96-97	82.3%	7.0%	10.7%	97-98	86.4%	7.1%	6.5%	98-99	90.0%	6.0%	4.0%	Target	TBP			<table border="1"> <thead> <tr> <th></th> <th><u>Employed</u></th> <th><u>Study</u></th> <th><u>Other</u></th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>75.6%</td> <td>16.5%</td> <td>7.9%</td> </tr> <tr> <td>94-95</td> <td>76.3%</td> <td>17.5%</td> <td>6.2%</td> </tr> <tr> <td>95-96</td> <td>75.6%</td> <td>16.5%</td> <td>7.9%</td> </tr> <tr> <td>96-97</td> <td>79.3%</td> <td>16.1%</td> <td>4.6%</td> </tr> <tr> <td>97-98</td> <td>80.0%</td> <td>15.3%</td> <td>4.7%</td> </tr> <tr> <td>98-99</td> <td>81.2%</td> <td>14.7%</td> <td>4.0%</td> </tr> <tr> <td>Target</td> <td>NP</td> <td></td> <td></td> </tr> </tbody> </table>		<u>Employed</u>	<u>Study</u>	<u>Other</u>	93-94	75.6%	16.5%	7.9%	94-95	76.3%	17.5%	6.2%	95-96	75.6%	16.5%	7.9%	96-97	79.3%	16.1%	4.6%	97-98	80.0%	15.3%	4.7%	98-99	81.2%	14.7%	4.0%	Target	NP			<table border="1"> <thead> <tr> <th></th> <th><u>Employed</u></th> <th><u>Study</u></th> <th><u>Other</u></th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>69.0%</td> <td>15.0%</td> <td>16.0%</td> </tr> <tr> <td>94-95</td> <td>68.0%</td> <td>16.0%</td> <td>16.0%</td> </tr> <tr> <td>95-96</td> <td>68.2%</td> <td>14.9%</td> <td>16.9%</td> </tr> <tr> <td>96-97</td> <td>65.3%</td> <td>10.4%</td> <td>24.3%</td> </tr> <tr> <td>97-98</td> <td>74.7%</td> <td>16.4%</td> <td>8.9%</td> </tr> <tr> <td>98-99</td> <td>64.1%</td> <td>15.1%</td> <td>0.8%</td> </tr> <tr> <td>Target</td> <td>TBP</td> <td></td> <td></td> </tr> </tbody> </table>		<u>Employed</u>	<u>Study</u>	<u>Other</u>	93-94	69.0%	15.0%	16.0%	94-95	68.0%	16.0%	16.0%	95-96	68.2%	14.9%	16.9%	96-97	65.3%	10.4%	24.3%	97-98	74.7%	16.4%	8.9%	98-99	64.1%	15.1%	0.8%	Target	TBP		
	<u>Employed</u>	<u>Study</u>	<u>Other</u>																																																																																																
93-94	TBP	TBP	TBP																																																																																																
94-95	TBP	TBP	TBP																																																																																																
95-96	80.6%	10.2%	10.2%																																																																																																
96-97	82.3%	7.0%	10.7%																																																																																																
97-98	86.4%	7.1%	6.5%																																																																																																
98-99	90.0%	6.0%	4.0%																																																																																																
Target	TBP																																																																																																		
	<u>Employed</u>	<u>Study</u>	<u>Other</u>																																																																																																
93-94	75.6%	16.5%	7.9%																																																																																																
94-95	76.3%	17.5%	6.2%																																																																																																
95-96	75.6%	16.5%	7.9%																																																																																																
96-97	79.3%	16.1%	4.6%																																																																																																
97-98	80.0%	15.3%	4.7%																																																																																																
98-99	81.2%	14.7%	4.0%																																																																																																
Target	NP																																																																																																		
	<u>Employed</u>	<u>Study</u>	<u>Other</u>																																																																																																
93-94	69.0%	15.0%	16.0%																																																																																																
94-95	68.0%	16.0%	16.0%																																																																																																
95-96	68.2%	14.9%	16.9%																																																																																																
96-97	65.3%	10.4%	24.3%																																																																																																
97-98	74.7%	16.4%	8.9%																																																																																																
98-99	64.1%	15.1%	0.8%																																																																																																
Target	TBP																																																																																																		

**Average GRE Scores of Entering Graduate Student  
 Performance Indicator #14**

**University of Iowa**

The University of Iowa has used this indicator in its now completed strategic plan, as a quantifiable measure of the quality of graduate students. The target which had been set called for entering graduate students to be 130 points above the national average score on the Graduate Record Exam (GRE). In the data table below, the national average score for each year is provided in the first column. The score of the University of Iowa's entering graduate students is provided in the second column. The third column indicates how many points above the national average are the entering graduate students. Over the years surveyed, the entering graduate students at SUI increased from 100 points above the national average to 118, and 119 in one year.

Related Action Step -Quality	Year	National Average Score	Iowa's Entering Graduate Student Average GRE Score	Points Above the National Average
1.1.2.6	95-96	1,577	1,677	100
	96-97	1,577	1,686	109
	97-98	1,577	1,696	119
	98-99	1,579	1,697	118
	99-00	1,582	1,700	118
	Target			130

*(This page intentionally left blank)*

## 6.0 EDUCATIONAL OUTREACH AND SERVICE

### Regent Universities

- Headcount enrollments in credit/non-credit courses (#28) Page 42
- Off-campus student enrollment in degree programs (#40) Page 43

### individual Universities

- Number of Non-degree Enrollments (University of Iowa) (#25) Page 44
- Availability of Off-campus Credit Courses (University of Northern Iowa) (#30) Page 44
- Number of Extension Clients (Iowa State University) (#29) Page 45
- Number of ICN Sites Served by Hancher Programming (University of Iowa) (#26) Page 45
- Number of Annual Visits to UI Health Sciences Centers (University of Iowa) (#27) Page 46

**Headcount Enrollments in Credit/Non-credit Courses  
Offered Through Extension and Continuing Education  
Common Data Set (Indicator #28)**

**Regent Universities**

Total headcount enrollments in distance education credit courses increased in 1999-2000, continuing a trend over the past five years. Of the total 33,944 enrollments, the University of Iowa had 20,265 enrollments based in these programs: off-campus (6,106), guided correspondence study (4,561) and Saturday and Evening Classes (9,598). Iowa State University enrolled 4,734 in credit offerings at off-campus locations. The University of Northern Iowa had 8,945 students, of which 5,491 were at distance education sites, and 823 students who were enrolled in summer workshops offered by Continuing Education. In addition, 1,268 participated through ICN classes, 40 through Iowa Public Television courses, and 818 used correspondence study.

The total non-credit enrollment for 1999-2000 was 361,757. To be precise, enrollment is "duplicated headcount," i.e., the same person participating in two courses is counted twice. Of that total, SUI had 81,954 enrollees, primarily in the health fields, ISU had 263,031 attendees, and UNI accounted for 16,772 enrollees. Indicator #28 relates to Key Result Area -- Quality and Action Step 1.1.4.3 of the Board of Regents strategic plan. Some targets have been established, as related to institutional strategic plans.

As noted in the Annual Report on Distance Education, the data include: University of Iowa -- off-campus, Saturday and Evening classes, and correspondence study enrollments; Iowa State University -- off-campus Class enrollments only; and University of Northern Iowa -- off-campus, correspondence, study, and some on-campus workshop enrollments.

Related Action Step -- Quality	University of Iowa			Iowa State University			University of Northern Iowa		
	Credit	NP	Non-credit	Credit	NP	Non-credit	Credit	NP	Non-credit
1.1.4.3	93-94			93-94			93-94		
	94-95			94-95			94-95		
	95-96	16,571	66,456	95-96	2,342	63,449	95-96	7,363	16,813
	96-97	19,711	78,661	96-97	2,578	259,602	96-97	7,793	16,379
	97-98	19,263	72,870	97-98	2,652	289,729	97-98	8,952	16,278
	96-99	20,255	72,571	96-99	3,333	263,920	98-99	9,066	18,651
	99-00	20,265	81,954	9400	4,734	263,031	99-00	8,945	16,772
	Target	NP	Not requested	Target	4,309	300,000	Target	10,000	Not requested
				*In prior years, enrollments in programs not implemented by Extended and Continuing Education were not available for systematic reporting.					

**Off-campus Student Enrollment in Degree Programs  
Offered Through Distance Learning (Fail Semester Only)  
Common Data. Set (indicator #40)**

**Regent Universities**

Another measure of the service and outreach activities of the Regent universities is the enrollments in degree programs offered through distance education. Data reflects fall enrollments over the past six years.

Undergraduate enrollments as well as graduate enrollments are displayed. While the general trend has been one of increases, the data indicate that it is more **significant** at the graduate level than at the undergraduate level.

At the University of Iowa, for example, during the first five years shown, the undergraduate enrollment tripled and the graduate enrollments nearly doubled. At Iowa State University during that same five-year period, the enrollment of both undergraduates and graduate students in distance education degree programs more than doubled. At UNI, the undergraduate enrollments increased seven-fold, while the graduate enrollments nearly doubled.

One reason the undergraduate enrollment, while growing, is likely to remain smaller than the graduate enrollment is that students may decide to come to campus during the last years of their degree programs. A factor contributing to the increase in graduate enrollments is that the information age rewards persons for increasing their education. Persons with a bachelor's degree may decide to pursue graduate work to be qualified for a different type of career, or the business for which students are working may pay for some or all of the courses in their graduate degree program.

This indicator relates to the Key Result Area of Access, and specifically Action Step 2.2.1.3, "increase distance education substantially."

Related Action step - Access	University of Iowa		Iowa State University		University of Northern Iowa				
	Undergrad.	Graduate	Undergrad.	Graduate	Undergrad.	Graduate			
2.2.1.3	94-95	48	319	94-95	115	147	94-95	8	221
	95-96	39	371	<b>95-96</b>	<b>186</b>	209	<b>95-96</b>	62	283
	96-97	30	499	96-97	179	298	96-97	54	331
	97-98	<b>58</b>	<b>580</b>	<b>97-98</b>	242	270	<b>97-98</b>	62	391
	98-99	103	611	98-99	287	365	98-99	63	508
	<b>99-00</b>	<b>65</b>	598	<b>99-00</b>	286	527	<b>99-00</b>	<b>80</b>	438
	Target	NP	NP	Target	NP	NP	Target	75	550

**Number of Non-degree Enrollments -- Fall Semester Only  
 (includes undergraduate specialties and graduate non-degree undeclared)  
 Performance Indicator #25**

**University of Iowa**

Consistent with Action Step 1.1.4.3, "each Institution increase its service to lowans, nation, and world," the University of Iowa developed an indicator in its strategic plan of enrollment in selected non-degree programs. The University of Iowa has exceeded its target of 2,800 in this category for the past three years. No data was collected in 1994-95.

Related Action Step -- Quality	University, of Iowa	
1.1.4.3	<u>Fall term</u>	<u>No.</u>
	94-95	NC
	95-96	2,448
	96-97	2,500
	97-98	2,912
	98-99	3,116
	99-00	3,338
	Target	2,800

**Availability of Off-campus Credit Courses  
 (Student Enrollments)  
 Performance Indicator #30**

**University of Northern Iowa**

The University of Northern Iowa has monitored the availability of its off-campus classes by compiling enrollment statistics in classes offered off-campus. In the six years of data, the enrollments have risen significantly. In 1993-94, 4,611 students enrolled. In 1999-2000, the number of enrollees was 7,323. The target for this performance indicator is 8,200 enrollments per year.

Related Action Step -- Access	UNI	
1.1.4.3	93-94	4,611
	94-95	4,801
	95-96	5,249
	96-97	5,929
	97-98	7,266
	98-99	7,458
	99-00	7,323
	Target	8,200

**Number of Extension Clients  
Performance Indicator #29**

**Iowa State University**

As a land grant university, Iowa State University's mission and heritage calls for extensive programming through extension. Over the past four years that data has been compiled, the number of clients has never dropped below 350,000 and has been climbing steadily. In the last year of reporting, ISU has come to within 500 clients of its 500,000 target.

Related Action Step -- Quality	ISU
1.1.4.3	95-96 377,036
	96-97 353,361
	97-98 468,043
	98-99 499,537
	99-00 727,370
	Target 500,000

**Number of ICN sites served by Hancher Programming  
Performance Indicator #26**

**University of Iowa**

This indicator is related to Action Step (I. 1.4.3) of the Board of Regents strategic plan. It focuses specifically on the use of technology, the Iowa **Communications Network (ICN)**, to broadcast Hancher Auditorium programming from the University of Iowa. In five years, the target of 30 sites has been exceeded by a wide margin. In two other years, the number of sites has been in the twenties.

Related Action Step -- Quality	SUI
1.1.4.3	95-96 0
	96-97 24
	97-98 88
	98-99 27
	99-00 122
	Target 30

**Number of Annual Visits to University of Iowa Health Sciences Centers  
Performance Indicator #27**

**University of Iowa**

Another measure of outreach and service is the use of the University Hospital and Clinics. As the data indicate, the target of 750,000 visits per year was exceeded in **1999-2000**. Corrections in numbers were made from last year.

Related Action Step - Access	SUI	
1.1.4.3	95-96	718,300
	96-97	720,800
	97-98	732,400
	98-99	740,800
	99-00	765,800
	Target	750,000

## 7.0 FACULTY PROFILE AND PRODUCTIVITY

### All Regent Institutions

- Faculty Resignations, Retirements, and New Hires (#12a, #12b, #12c) Page 48

### Three Universities

- Sponsored Funding Per Year in Dollars (#18) Page 51
- Number of Intellectual Property Disclosures (#22) Page 52

### Individual Universities

- Annual Publication indices (University of Iowa) (#15) Page 53
- Annual Citation Indices (University of Iowa) (#16) Page 53
- Number of External Funding Proposals Submitted (University of Iowa) (#19) Page 54
- Percentage of Faculty with One Scholarly Work Published During Last Three Academic Years (Iowa State University) (#17) Page 54
- Percentage of Faculty As Principal or Co-Principal Investigators (Iowa State University) (#20) Page 55
- Sponsored Funding Per Faculty Member (Iowa State University) (#21) Page 55
- Number of New Technologies Licensed (Iowa State University) (#23) Page 56
- Number of New Licenses Generating Revenues and Total Revenues (Iowa State University) (#24) Page 56
- Number of External Grants and Contracts Awarded (Iowa State University) (#34) Page 57

## 7.0 FACULTY PROFILE AND PRODUCTIVITY

Of the 12 Regent, performance indicators related to faculty profile and productivity, only one – Common Data Set 12 – focuses on a profile of the faculty. All five institutions report annually on the number of tenured and tenure-track faculty resigning and retiring, as well as the number of new hires. Two of the indicators, or Common Data Sets, #18 on sponsored funding per year, and #22, the number of intellectual property disclosures, are reported by the three universities. The remaining indicators come from the strategic plans of the universities and either relate to data on scholarly publication, research funding, or the results of research, i.e., licensure of technologies.

This series of indicators relate to the Key Result Area of Quality in the Board's strategic plan.

### **Faculty Resignations, Retirements, and New Hires Common Data Set (Indicator #12a, 12b, and 12c)**

Originally, Common Data Set #12 compiled data only on faculty resignations, from the Annual Report on Resignations. To reflect a more accurate picture of the changes of institutional faculty, a work group recommended that it be expanded to include the number of retirements, as well as the number of new hires annually. Additional data are found in the Faculty Tenure report and institutional strategic plans. Assuming the status quo for an institution, one might conclude that the total number of new hires would be equal to the sum of the number of resignations and retirements. Factors that impact that formula include: an atypical number of early retirements offset by delays in hiring, growth or decline in programs, and increased use of non-tenured faculty.

The past three years have indicated higher percentages in the number of resignations, replacing a pattern of relatively stable numbers of resignations over the previous decade. The number and percentage of retirements have risen also during the past several years. The increases in enrollment at the universities have resulted in a need to hire new faculty.

The special schools do not have the same patterns of resignations as have the universities. The size of the faculties are much smaller.

**Tenured and Tenure-Track Faculty  
Resignations, Retirements and New Hires  
Common Data Set (Indicator #12a, #12b, #12c)**

**Regent Universities**

Related Action Step -- Quality	University of Iowa*			Iowa State University			University of Northern Iowa					
1.1.1.7												
		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>		<u>No.</u>	<u>Total</u>	<u>Pct.</u>
<b>12a</b> Resignations	93-94	55	1783	3.1%	93-94	32	1455	2.2%	93-94	13	604	2.2%
	94-95	53	1803	2.9%	94-95	24	1455	1.6%	94-95	15	610	2.5%
	95-96	66	<b>1789+49</b>	3.7%	<b>95-96</b>	28	1455	1.9%	<b>95-96</b>	12	619	1.9%
	96-97	55	1748	3.1%	96-97	26	1453	1.8%	96-97	11	623	1.8%
	97-98	55	1712	3.2%	97-98	42	<b>1427</b>	2.9%	97-98	25	608	4.1%
	98-99	79	1702	4.6%	98-99	39	1439	2.5%	98-99	20	596	<b>3.4%</b>
	99-00	76	1702	4.5%	99-00	45	1423	3.2%	99-00	32	593	5.4%
	<b>12b**</b> Retirements	93-94	20	1783	3.1%	93-94	NA	1455	NA	93-94	12	604
94-95		26	1803	<b>1.4%</b>	<b>94-95</b>	NA	1455	NA	94-95	11	610	1.8%
<b>95-96</b>		<b>31</b>	<b>1789</b>	1.7%	95-96	24	<b>1455</b>	1.6%	95-96	12	619	<b>1.9%</b>
96-97		68	1748	3.9%	96-97	23	1453	1.6%	96-97	20	623	3.2%
<b>97-98</b>		<b>30</b>	1712	1.8%	<b>97-98</b>	41	1427	2.9%	97-98	29	608	4.8%
98-99		52	1702	3.1%	98-99	39	1439	2.6%	98-99	26	596	4.4%
99-00		36	1702	2.1%	99-00	28	1423	2.0%	<b>99-00</b>	20	593	3.4%
<b>12c</b> New Hires		93-94	106	1783	5.9%	93-94	49	1455	3.4%	93-94	26	604
	94-95	102	1803	5.7%	94-95	40	1455	2.7%	<b>94-95</b>	35	<b>610</b>	<b>5.7%</b>
	95-96	70	1789	3.9%	95-96	58	1455	4.0%	95-96	36	619	5.8%
	96-97	70	1748	4.0%	96-97	59	1453	4.1%	<b>96-97</b>	<b>30</b>	<b>623</b>	<b>4.8%</b>
	<b>97-98</b>	118	1712	6.9%	97-98	70	1427	<b>4.9%</b>	<b>97-98</b>	29	608	4.8%
	98-99	85	1702	5.0%	98-99	92	1439	6.4%	98-99	50	596	8.4%
	99-00	97	1702	5.7%	99-00	105	1423	7.3%	<b>99-00</b>	50	593	8.4%

**Notes:** \*Currently, clinical track faculty are not included at the University of Iowa.

\*\*Retirements are "full" retirements. Data for #12b do not include early or phased retirements.

**Faculty Resignations, Retirements, and New Hires  
Common Data Set (Indicator #12a, #12b, #12c)**

**Special Schools**

	Related Action step -- Quality	ISD			IBSSS				
		No.	Total	Pct.	No.	Total	Pct.		
12 <b>12a</b> Resignations	1.1.1.7	94-95	3	54	5.5%	94-95	1	30	3.3%
		95-96	1	55	1.8%	95-96	4	31	12.9%
		96-97	1	<b>55</b>	1.8%	96-97	1	30	3.3%
		97-98	2	56	3.6%	97-98	6	32	18.8%
		98-99	1	61	1.6%	98-99	5	33	15.2%
		99-00	1	61	1.6%	99-00	1	34	2.9%
		<b>12b</b> Retirements		94-95	0	54	0.0%	94-95	1
95-96	1			55	1.8%	95-96	1	31	3.2%
96-97	2			55	3.6%	96-97	0	30	0.0%
97-98	1			56	6.5%	97-98	0	32	0.0%
<b>98-99</b>	4			61	6.5%	98-99	1	33	3.0%
99-00	1			61	1.6%	99-00	0	34	0.0%
12 New Hires		94-95	5	54	9.3%	94-95	1	30	3.3%
		95-96	0	55	0.0%	95-96	5	31	16.1%
		96-97	4	55	7.3%	96-97	4	30	13.3%
		97-98	6	56	10.7%	97-98	8	32	25.0%
		<b>98-99</b>	7	61	11.5%	98-99	7	33	21.2%
		99-00	2	61	11.5%	99-00	6	34	17.6%

**Sponsored Funding Per Year in Dollars  
Common Data Set (indicator #18)**

**Regent Universities**

The data indicate that the trend during the past seven years has been one of growth. The common data set below report on the total dollars of sponsored research. Those dollar amounts, cited in millions, include funding primarily from federal agencies, foundations, and corporations.

A significant portion of sponsored research funds are from corporate-sponsored projects. While not detailed in charts here, these amounts are worth noting. They are reported in the Annual Report on Technology Transfer and Economic Development which focuses only on non-governmental funding for projects related to technology transfer and economic development. In 1999-2000, each university exceeded its target. In FY 2000 the universities reported a total of 967 corporate-sponsored research contracts, compared to 1,086 in FY 1999 and 976 in FY 1998. The dollar amount of these corporate-sponsored research projects totaled \$49.7 million, compared with \$62.4 million in FY 1999, but higher than the \$44.7 million in FY 1998. The universities reported 198 intellectual property disclosures in FY 2000, compared to 244 in FY 1999. The number of patents filed in FY 2000 was 143, compared to 175 the previous year. The number of patents issued in FY 2000 was 83, compared with 76 in FY 1999.

Related Action Step -- Quality	University of Iowa		Iowa State University		University of Northern Iowa	
1.1.4.2	93-94	\$187.6 m	93-94	\$175.7 m	93-94	\$9.9 m
	94-95	\$189.3 m	94-95	\$168.9 m	94-95	\$11.7 m
	95-96	\$198.0 m	95-96	\$142.9 m	95-96	\$10.5 m
	96-97	\$212.0 m	96-97	\$190.9 m	96-97	\$10.4 m
	97-98	\$217.0 m	97-98	\$156.2 m	97-98	\$11.9 m
	98-99	\$259.5 m	98-99	\$199.2 m	98-99	\$10.1 m
	99-00	\$252.6 m	99-00	\$211.2 m	99-00	\$18.1 m
	Target	\$250.0 m	Target	\$180.0 m	Target	\$18.0 m

### Number of Intellectual Property Disclosures Common Data Set (Indicator #22)

#### Regent Universities

The three universities report annually on the number of intellectual property disclosures received by the faculty. The varying lengths of time needed for research projects, funding patterns, and changing assignments of faculty are some of the factors that impact the number of intellectual property disclosures submitted and received annually. For more information on this common data set, see the universities' strategid plan' and the Annual Report on Technology Transfer.

Related Action Step – Quality	University of Iowa	Iowa State University	University of Northern Iowa
1.1.4.1	93-94 69	93-94 139	93-94 0
	94-95 53	94-95 141	94-95 0
	95-96 74	95-96 155	95-96 1
	96-97 a 6	96-97 115	96-97 3
	97-98 9 0	97-98 158	97-98 4
	98-99 7 9	98-99 160	98-99 5
	99-00 a4	99-00 114	99-00 0
	Target 9 0	Target NP	Target N P

**Relevant Annual Publication Indices  
Indicator #15**

**University of Iowa**

In its strategic plan for 1995-2000, the University of Iowa developed a measure of faculty productivity related to publication. Using a national database for comparative purposes, SUI established a target that a full-time equivalent (FTE) faculty member should have 7.8 articles published in scholarly journals in a five-year period. The last year for which data are available is 1998-99. From the baseline year of 1995-96, the five-year average number of articles published has risen. The University is proposing replacing this indicator in its new strategic plan.

Related Action Step -- Quality	University of Iowa	
1.1.4.1	<u>No. Of Pub. per FTE (5 yrs.)</u>	
	95-96	6.8 (baseline year)
	96-97	7.1
	97-98	7.4
	<b>98-99</b>	7.5
	99-00	TBP
	Target	7.8 per FTE

**Relevant Citation Indices  
Indicator #16**

**University of Iowa**

This indicator, like the previous one, uses the principle of the five-year "rolling" average to determine another measure of faculty productivity. It seeks to assess the significance or impact of the articles written. Using the Institute of Science Information (ISI) listing of journals, the University determines how many times journal articles by faculty have been cited by peers in other academic periodicals. **The last** year that data are available is 1998-99. The University plans to replace this indicator in its new strategic plan. From the baseline year, of **1995-96**, when the number of citations per full-time equivalent (FTE) faculty member was **35.0**, the number rose to 43.8 citations over a five-year period. **The last** average is 1.7 citations below the target of 45.5 for a five-year period.

Related Action Step -- Quality	University of Iowa	
1.1.4.1	<u>No. of articles cited (5 yr. Avg.)</u>	
	<b>95-96</b>	35.0 citations per (FTE)
	96-97	38.9 citations per (FTE)
	97-98	43.1 citations per (FTE)
	98-99	43.8 citations per (FTE)
	99-00	TBP
	Target	45.5 citations per (FTE)

**Number of External Funding Proposals Submitted Per Year  
 indicator #19**

**University of Iowa**

One mark of faculty productivity is engagement in funded research. During the past five years, the University of Iowa has used as an indicator the number of proposals submitted to external (i.e., non-University) funding agencies annually. Over the five-year period, the total number of submitted proposals has risen from 2,427 to 2,682, short of the target of 3,000 annual submissions. Because SUI believes it more important to measure the number and quality of proposals receiving funding, it proposes to replace this indicator in its new strategic plan.

Related Action Step -- Quality	University of Iowa	
1.1.4.2	95-96	2,427
	96-97	2,529
	97-98	2,672
	98-99	2,659
	99-00	2,682
	Target	3,000

**Percentage of Faculty Having One Scholarly Work Published  
 During Last Three Years  
 Indicator #17**

**Iowa State University**

During the four years that data has been collected, the percentage of faculty having a scholarly work published during the last three years rose from 83.5% to 88.4%. The target set was 90%. ISU is proposing that this indicator be replaced in its new strategic plan.

Related Action Step -- Quality	Iowa State University	
1.1.4.1	95-96	NC
	96-97	83.5%
	97-98	87.0%
	98-99	86.8%
	99-00	88.4%
	Target	80.0%

**Percentage of Faculty as Principal or Co-Principal  
Investigators for Sponsored Funding Awards  
indicator #20**

**Iowa State University**

Data are available for six years for this indicator from the ISU strategic plan of 1995-2000. In the first year data was collected, 54% of the faculty were identified as the principal or co-principal investor of sponsored funding projects that were awarded. For the last three reporting years, the percentage remained virtually the same, either 58% or 59%. The University is proposing replacing this indicator in its new strategic plan.

Related Action Steps -- Quality	Iowa State University
1.1.4.1 and 1.1.4.2	93-94 NA 94-95 54% 95-96 58% 96-97 58% 97-98 59% 98-99 59% 9400 58%
	T a r g e t

**Sponsored Funding Per Faculty Member  
(Per Full-time Equivalent or FTE)  
Indicator #21**

**Iowa State University**

The target for this ISU strategic plan benchmark, \$120,000 per full-time equivalent (FTE) faculty member, has been exceeded the past two years and in two additional years data has been collected. The University will retain this indicator in its 2000-2005 strategic plan.

Related Action Step -- Quality	Iowa State University
1.1.4.2	93-94 \$122,969 per FTE <b>94-95</b> \$118,419 per FTE 95-96 \$101,100 per FTE 96-97 \$135,900 per FTE 97-98 \$111,100 per FTE 98-99 \$143,000 par FTE 9900 \$153,500 per FTE Target \$120,000 per FTE

**Number of New Technologies Licensed  
 indicator #23**

**Iowa State University**

In the seven years that ISU has reported data for this indicator from its strategic plan, the target of 55 technology licenses has been met or surpassed three times. In addition to being reported in the ISU strategic plan, these data are found in the Annual Report on Technology Transfer and Economic Development.

Related Action Step -- Quality	Iowa State University	
1.1.4.1	93-94	50
	94-95	42
	95-96	48
	96-97	57
	97-98	70
	98-99	55
	99-00	35
	Target	55

**Number of New Licenses Generating  
 Revenues and Total Revenues  
 Indicator #24**

**Iowa State University**

The target for this indicator, 30 new licenses annually generating at least \$1.5 million, has been exceeded in the last three reporting years. In 1993-94, and the next two years, the number of new licenses generating revenues was 20 or 21 and the amount of revenues was under or just over \$1 million.

Related Action Step -- Quality	Iowa State University	
1.1.4.1	93-94	21 for \$0.6 m
	94-95	20 for \$0.7 m
	95-96	20 for \$1.1 m
	96-97	7.3 for \$1.5 m
	97-98	33 for \$2.2 m
	<del>98-99</del>	39 for \$2.3 m
	99-00	44 for \$1.5 m
	Target	30 for \$1.5 m

**Number of External Grants and Contracts Awarded  
Indicator #34**

**Iowa State University**

The Board of Regents' Action Step 1.2.1.5 relates to this benchmark or indicator from Iowa State University's strategic plan of 1995-2000. Similar to **SUI's** indicator (#19), this benchmark compiles the number of external grants and contracts actually awarded annually. The University has not provided a target for this indicator, due in part to the fluctuation that was likely to occur. In the seven **years** of reporting, the lowest number was in the first year (2,040) and the highest number of external grants and contracts awarded was in 1998-99 (2,392).

Related Action Step -- Quality	Iowa State University	
1.2.1.5	93-94	2,040
	94-95	2,113
	95-96	2,049
	96-97	2,209
	97-98	2,206
	98-99	2,392
	99-00	2,211
	Target	2,390

*(This page intentionally left blank)*

## 8.0, INSTITUTIONAL DIVERSITY

### All Regent **Institutions**

- . Racial/Ethnic Composition of Student, Faculty,  
and Staff Populations in Percentages (#41)

Page 60

## **8.0 INSTITUTIONAL DIVERSITY**

Diversity is the third Key Result Area of the Board of Regents' strategic plan. The Board has established a goal for Regent institutions to have a student body that is composed of 8.5% racial/ethnic diversity. Recognizing their distinct missions and student populations, Iowa School for the Deaf and Iowa Braille and Sight Saving School add a category on protected classes.

### **Racial/Ethnic Composition of Student, Faculty, and Staff Populations in Percentages Common Data Set (Indicator #41)**

#### **Regent Universities**

The Regent universities, with one exception, began compiling data in 1994-95 on percentages of students, faculty, professional & scientific staff, and merit staff who were identified as being from an underrepresented racial or ethnic group. By 1997-98, each university began to report targets for each group. The SUI target for students exceeded the 8.5% set by the Regents and SUI, ISU, and UNI have established targets over 8.5% for faculty. The data indicate that the universities have met some of their targets. Increasing the student percentage has been the most difficult target to meet.

See Data, following page:

MGT NO.	Performance Indicator	Related Action step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.
41	<p>Racial/ethnic composition of student, faculty, and staff populations in percentages*</p> <p>(Board goal for students: <b>8.5%</b>)</p> <p>(Figures provided by Board Office)</p> <p>*The Special Schools add a category on protected classes.</p>	3.1.2.3	<p><b>94-95</b></p> <p>Students NC Faculty NC P &amp; S NC Merit NC</p> <p><b>95-96</b></p> <p>Students 9.2% Faculty 11.4% P &amp; S 4.8% Merit 4.5%</p> <p><b>96-97</b></p> <p>Students 9.5% Faculty 11.3% P &amp; S 4.6% Merit 4.6%</p> <p><b>97-98</b></p> <p>Students 9.5% <u>Targets</u> 12.0% Faculty 11.4% 13.0% P &amp; S 5.0% 5.5% Merit 4.9% 5.3%</p> <p><b>98-99</b></p> <p>Students 9.5% <u>Targets</u> 12.0% Faculty 11.9% 13.0% P &amp; S 5.6% 5.5% Merit 5.3% 5.3%</p> <p><b>99-00</b></p> <p>Students 9.2% <u>Targets</u> 12.0% Faculty 12.2% 14.5% P &amp; S 5.6% 7.5% Merit 5.6% 7.0%</p>	<p><b>94-95</b></p> <p>Students 6.9% Faculty 9.9% P &amp; S 6.8% Merit 4.0%</p> <p><b>95-96</b></p> <p>Students 6.6% Faculty 9.6% P &amp; S 7.6% Merit 3.9%</p> <p><b>96-97</b></p> <p>Students 6.6% Faculty 10.3% P &amp; S 7.9% Merit 3.6%</p> <p><b>97-98</b></p> <p>Students 6.7% <u>Targets</u> 8.5% Faculty 11.4% 10.0% P &amp; S 8.1% 10.0% Merit 3.9% 5.0%</p> <p><b>98-99</b></p> <p>Students 6.6% <u>Targets</u> 8.5% Faculty 12.0% 10.0% P &amp; S 7.5% 10.0% Merit 3.8% 5.0%</p> <p><b>99-00</b></p> <p>Students 6.6% <u>Targets</u> 8.5% Faculty 12.7% 10.0% P &amp; S 7.9% 10.0% Merit 3.8% 5.0%</p>	<p><b>94-95</b></p> <p>Students 4.5% Faculty 10.0% P &amp; S 10.2% Merit 12.8%</p> <p><b>95-96</b></p> <p>Students 4.4% Faculty 10.5% P &amp; S 10.5% Merit 11.8%</p> <p><b>96-97</b></p> <p>Students 4.2% Faculty 11.0% P &amp; S 9.2% Merit 12.0%</p> <p><b>97-98</b></p> <p>Students 4.0% <u>Targets</u> 8.5% Faculty 12.4% 12.0% P &amp; S 8.7% 10.0% Merit 10.5% 6.0%</p> <p><b>98-99</b></p> <p>Students 4.0% <u>Targets</u> 6.5% Faculty 12.7% 12.0% P &amp; S 7.5% 10.0% Merit 10.3% 6.0%</p> <p><b>99-00</b></p> <p>Students 4.3% <u>Targets</u> 6.5% Faculty 12.7% 12.0% P &amp; S 8.9% 10.0% Merit 10.1% 6.0%</p>	FT GR FE DI

**Populations in Percentages  
Common Data Set (Indicator #41)**

**The Special Schools**

The number of students at both the special schools is much smaller than the universities. (See Common Data Set #38 for Fall Enrollment figures.) To reflect their missions, i.e., the special populations they serve, the special schools report data in two categories. The first category is racial and ethnic minorities (number and percentage) of students, faculty, and staff: The second category is the number and percentages of students, faculty, and staff who are in a "protected class," either hearing or visually impaired.

Related Action step -- Diversity	ISD				IBSSS					
	<u>Racial &amp; Ethnic Minorities</u>		<u>All Protected Classes</u>		<u>Racial &amp; Ethnic Minorities</u>		<u>All Protected Classes</u>			
3.1.2.3	<u>FY96</u>	<u>No.</u>	<u>Pct.</u>	<u>No.</u>	<u>P.ct.</u>	<u>FY96</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>Pct.</u>
	Students	15	7%	214	100.0%	Students	3		54	100.0%
	Faculty	0	0%	6	10.0%	Faculty	0		31	7.0%
	Staff	9	8%	20	18.0%	staff	1		68	1.0%
	<u>FY97</u>					<u>FY97</u>				
	Students	20	9%	225	100.0%	Students	3		55	100.0%
	Faculty	0	0%	6	10.0%	Faculty	0		30	6.0%
	staff	8	7%	18	18.5%	staff	1		72	1.0%
	<u>FY98</u>					<u>FY98</u>				
	Students	17	8%	189	100.0%	Students	5		45	100.0%
	Faculty	0	0%	6	10.0%	Faculty	0		32	6.0%
	staff	a	7%	21	19.0%	staff	0		66	0.0%
	<u>FY99</u>					<u>FY99</u>				
	Students	19	8%	248	100.0%	Students	5		38	100.0%
	Faculty	0	0%	10	15.0%	Faculty	0		33	6.0%
	staff	11	0%	28	25.0%	Staff	0		67	0.0%
	<u>FY00</u>					<u>FY00</u>				
	Students	16	11%	267	100.0%	Students	4 (10.2%)		39	100.0%
	Faculty	0	0%	17	27.0%	Faculty	0		34	
	staff	8	7%	28	25.0%	staff	0		64	

## **9.0 EXPENDITURES, FINANCING, AND FUNDING**

### **All Regent Institutions**

- State Appropriations Requested (#31) Page 64
- Number of Annual Contributors and Dollar Value of Contributions (in millions) (#33) Page 65
- Amount of Capital Improvement Funds Requested and Appropriated (#35) Page 66
- Deferred Maintenance (#36) Page 67
- Percentage of Resources Reallocated Annually (#37) Page 68

### **Three Universities**

- Growth in Undergraduate Tuition and Fees (HEPI) (#32) Page 69
- Number and Dollars in Millions of Financial Aid Received By Resident Undergraduates and % of Need Met (#39) Page 70
- Unit Cost Per Student (#43) Page 71

## 9.0 Expenditures, Financing, and Funding

To remain accountable to the citizens of Iowa, Regent institutions report annually on the revenue they receive, their policies and practices of fiscal management, and their expenditures. The following common data sets and performance indicators provide trend information.

### State Appropriations Requested (for Operations) Common Data Set (indicator #31)

#### All Regent Institutions

The Regent institutions' appropriations requests reflect the, strategic planning goals of 'the Board and of the institutions. The Board's action step 1.2.1.2 sets forth. that the Board continue its long-standing practice of seeking state appropriations annually at a level at least three percentage points above the growth in the Higher Education Price Index.

The first priority of the Board is full funding of the state's salary policy from state appropriations. Since the Regent salary request for appropriations is contingent upon the salary policy adopted by the state, the appropriations requests for salaries are not included in the following percent increase.

The University of Iowa's and Iowa State University's budget requests are slightly lower (as a percentage) since the percentages shown are based on the entire University budget rather than the General University appropriation unit which contains the majority of the appropriation dollars.

#### State Appropriations Requests as a Percentage of Base Appropriations (without salaries)

Related Action step - Quality	University of Iowa	Iowa State University	University of Northern Iowa	Iowa School for the Deaf	Iowa Braille & Sight Saving School
1.2.1.2	FY 96 4.0%	FY 96 4.0%	FY 96 4.0%	FY 96 2.7%	FY 96 3.5%
	N 97 3.9%	N 97 2.9%	FY 97 3.3%	FY 97 2.0%	FY 97 2.8%
	FY 98 3.0%	N 98 3.0%	FY 98 3.2%	FY 98 1.7%	FY 98 2.2%
	N 99 3.3%	N 99 3.4%	FY 99 3.6%	FY 99 2.9%	FY 99 1.4%
	N 00 3.5%	N 00 3.7%	FY-00 3.8%	N 00 3.6%	N 00 3.6%
	N 01 3.4%	N 01 4.0%	N 01 4.0%	FY 01 4.0%	F Y 01 4.0%
	FY 02 1.9%	N 02 2.2%	FY 02 3.3%	FY 02 3.4%	FY 02 3.3%

**Number of Annual Contributors and Dollar Value of Contributions  
common Data Set (indicator #33)**

**All Regent Institutions**

Data for this indicator are provided by each institution. As noted in the full description, the number of annual contributors and dollar value of contributions are in millions and does not include contract monies. For ISU, gift activities include receipts and commitments, gift income is only income.

Related Action step - Quality	University of Iowa			Iowa State University			University of Northern Iowa			
	No. of Con.	Amount		No. of Con.	Gift Act.	Gift In.	No. of Con.	Amount		
1.2.1.4	94-95	44,000	\$82.0 m	94-95	44,000	\$ 64.1 m	\$52.8 m	94-95	NC	\$3.8 m
	95-96	45,057	\$112.0 m	95-96	45,000	\$ 75.5 m	\$67.5 m	95-96	NC	\$5.0 m
	96-97	46,911	\$126.0 m	96-97	48,500	\$100.1 m	\$93.1 m	96-97	NC	\$10.2 m
	97-98	47,191	\$124.0 m	97-98	50,000	5103.5 m	\$103.5 m	97-98	15,480	\$8.4 m
	98-99	48,017	\$147.0 m	98-99	52,083	\$124.2 m	\$108.6 m	98-99	16,410	\$9.7 m
	99-00	TBP		99-00	54,083	\$191.6 m	\$112.5 m	99-00	15,441	\$10.6 m
	Target	50,000	NP	Target	NP	\$100.0111		Target	17,000	\$12.9 m

**The FY 2000 appropriation** for Iowa School for the Deaf includes the \$3.2 million for the Recreation Complex.

Related Action Step - Quality	Iowa School for the Deaf			Iowa Braille & Sight Saving School		
	No.	Amt.		No.	Amt.	
1.2.1.4	FY 96	24	\$26,433	FY 96	26	\$190,888
	FY 97	215	\$22,637	FY97	37	\$ 12,560
	FY98	106	\$13,017	FY 98	21	\$ 8,429
	FY 99	3 2 7	\$65,174	FY 99	25	\$ 23,541
	FY 00		TBP	FY 00	24	\$ 23,508

**Amount of Capital Improvement Funds Requested and Appropriated  
 Common Data Set (Indicator #35)**

**All Regent Institutions**

Each year the Board of Regents requests capital funding for the Regent institutions. The graphs represent the annual capital requests since FY 1996 on behalf of each institution. Since FY 1997, funds for most projects have been appropriated over a three- or four-year period. The graphs include the total amount appropriated in the first year of each appropriation. While the FY 2002 requests are shown, no legislative action has yet been taken.

Related Action Steps-Quality and Accountability	University of Iowa		Iowa State University		University of Northern Iowa				
	Requested	Appropriated	Requested	Appropriated	Requested	Appropriated			
1.2.1.6 and 4.3.3.1	FY 96	\$17.8 m	\$2.0 m	FY 96	\$29.5 m	\$2.0 m	FY 96	\$6.8 m	\$3.0 m
	FY 97	\$37.4 m	\$33.3 m	FY 97	\$30.6 m	\$26.3 m	FY 97	\$9.1 m	\$6.5 m
	FY 98	\$00.0	\$27.0 m	FY 98	\$00.0	\$30.3 m	FY 98	\$0.0	\$12.9 m
	FY 99	\$00.0 m	\$00.0 m	FY 99	\$00.0 m	\$00.0 m	FY 99	\$0.0 m	\$00.0 m
	FY 00	\$00.0 m	\$00.0 m	FY 00	\$00.0 m	\$00.0 m	FY 00	\$0.0 m	\$00.0 m
	FY 01	\$27.7 m	\$14.7 m	FY 01	\$29.7 m	\$11.3 m	FY 01	\$18.9 m	\$16.9 m
	FY 02	\$19.2 m		FY 02	\$22.5 m		FY 02	\$15.0 m	

The FY 2000 appropriation for Iowa School for the Deaf includes the \$3.2 million for the Recreation Complex.

Related Action Steps - Quality and Accountability	Iowa School for the Deaf		Iowa Braille & Sight Saving School			
		Req.	Approp.	Req.	Approp.	
1.2.1.6 and 4.3.3.1	FY96	\$502,000	\$50,000	FY96	\$341,000	\$341,000
	FY97	\$280,000		FY97	\$60,000	0
	FY98		\$110,000	FY98	0	\$95,000
	FY99	\$260,000	\$260,000	FY99	\$75,000	\$75,000
	FY00	\$3,800,000	\$3,800,000	FY00	\$635,000	\$635,000
	FY01	\$435,000	\$250,000	FY01	\$490,000	0
	FY02	\$435,000		FY02	\$400,000	

**Deferred Maintenance Backlog and Expenditures  
Common Data Set (Indicator #36)**

**All Regent Institutions**

The graphs below highlight institutional assessments as to the amount of deferred maintenance in general fund buildings and utilities. These amounts are included in the annual reports on deferred maintenance presented to the Board in November of each year. The sums do not include the amount of deferred maintenance that would be corrected in major renovation projects included on the Board's Five-Year Capital Program.

Expenditures to correct deferred maintenance are also shown. These expenditures do not include the funds expended, as part of major renovation projects, to correct deferred maintenance.

Related Action Steps --Quality and Accountability	University of Iowa		Iowa State University		University of Northern Iowa	
	<u>Backlog</u>	<u>Expended</u>	<u>Backlog</u>	<u>Expended</u>	<u>Backlog</u>	<u>Expended</u>
1.2.1.6 and 4.3.3.1	Fall 94 \$23.0 (FY94)	\$2.9 m	Fall 94 \$41.4 (FY 94)	\$1.8 m	Fall 94 \$16.1 (FY 94)	51.5 m
	Fall 95 \$22.4 (FY95)	\$4.9 m	Fall 95 \$26.2 (FY 95)	\$7.8 m	Fall 95 \$17.8 (FY 95)	51.7 m
	Fall 96 \$19.0 (FY96)	\$6.6 m	Fall 96 \$28.7 (FY 96)	\$6.9 m	Fall 96 \$20.4 (FY 96)	\$2.6 m
	Fall 97 \$13.4 (FY97)	\$3.3 m	Fall 97 \$32.5 (FY 97)	\$3.6 m	Fall 97 \$32.4 (FY 97)	\$2.3 m
	Fall 98 \$20.4 (FY98)	\$3.1 m	Fall 98 \$31.0 (FY 98)	\$3.5 m	Fall 98 \$32.1 (FY 98)	\$1.7 m
	Fall 99 \$21.4 (FY99)	\$2.9 m	Fall 99 \$32.3 (FY 99)	\$3.5 m	Fall 99 \$27.7 (FY 99)	\$3.4 m
	Fall 00 \$25.3 (FY00)	\$6.4 m	Fall 00 \$49.5 (FY 00)	\$5.5 m*	Fall 00 \$24.0 (FY 00)	\$3.9 m

Related Action Steps -- Quality and Accountability	Iowa School for the Deaf			Iowa Braille & Sight Saving School		
		<u>Backlog</u>	<u>Expended</u>		<u>Backlog</u>	<u>Expended</u>
1.2.1.6 and 4.3.3.1	Fall 94	\$1.6 (FY94)	\$0.1	Fall 94	\$0.4 (FY94)	\$0.1
	Fall 95	\$1.4 (FY95)	\$0.1	Fall 95	\$0.4 (FY95)*	\$0.0
	Fall 96	\$1.4 (FY96)	\$0.2	Fall 96	\$1.1 (FY96)	\$0.2
	Fall 97	\$2.0 (FY97)	\$0.1	Fall 97	\$0.9 (FY97)	\$0.1
	Fall 98	\$2.5 (FY98)	\$0.3	Fall 98	\$1.4 (FY98)	\$0.2
	Fall 99	\$2.1 (FY99)	\$0.5	Fall 99	\$1.1 (FY99)	\$0.0
	Fall 00	\$1.8 (FY00)	\$0.8	FY00	\$1.1 (FY00)	\$0.6

\* (Less than \$50,000)

**Percentage of Resources Reallocated Annually  
 Common Data Set (Indicator #37)**

**All Regent Institutions**

In accordance with its strategic planning goals to increase effectiveness and efficiency, the Board approved a five-year program, beginning in FY 1997, requiring each Regent institution to reallocate at least two percent of its budget each year. This reallocation policy is intended to ensure that the institutions use existing resources to improve quality, but also to achieve efficiencies.

The Regent institutions have met or exceeded the target each year as evidenced in the following table.

Related Action Step- Quality	University of Iowa	Iowa State University	University of Northern Iowa	Iowa School for the Deaf	Iowa Braille & Sight Saving School
1.2.1.7	95-96 2.1%	<b>95-96</b> 2.5%	95-96 1.4%	FY96 NC	FY96 NC
	96-97 2.6%	96-97 2.5%	98-99 6.6%	FY97 3.1%	FY 97 7.0%
	98-99 3.4%	95-96 2.1%	97-98 2.4%	FY98 1.8%	FY 98 4.3%
	97-98 3.9%	98-99 2.1%	<b>98-99</b> 2.6%	<b>FY99</b> 2.1%	FY 99 12.8%
	<b>99-00</b> 3.9%	<b>99-00</b> 2.6%	99-00 3.0%	<b>FY00</b> 2.1%	FY 00 4.1%
	00-01 2.7%	98-99 2.3%	00-01 3.9%	<b>FY01</b> 2.1%	<b>FY01</b> 10.8%
	Target 2.0%	Target 2.0%	Target 2.0%		

**Growth in Undergraduate Tuition and Fees (HEPI)  
Performance Indicator #32**

**Regent Universities**

The Board's tuition policy states that resident undergraduate tuition at the Regent universities shall be set annually to keep pace with the Higher Education Price Index and to provide support to finance university programs at levels sufficient to implement the Board's aspirations for excellence as outlined in the Board's strategic plan.

In December 1997, the Board approved this language to make the Board's tuition policy compatible with its strategic plan. Previously (since 1990), the Board's policy restricted a tuition increase to a rate no higher than the percentage change in the Higher Education Price Index (HEPI), unless this rate was insufficient to "finance university programs at a level that maintains their quality or effectiveness."

Tuition increases have been in line with Board policy as illustrated in the following table.

Related Action Step – Quality	HEPI project.	Tuition incr.
1.2.1.3	FY 96 4.0 to 4.4%	4.1%
	FY 97 4.2 to 4.8%	3.5%
	FY 98 2.1 to 3.9%	3.9%
	FY 99 2.4 to 4.2%	3.9%
	FY 00 2.0 to 3.3%	4.5%
	FY 01 2.3 to 3.5%	4.3%
	FY00/01 include +2.0 for quality	

**Number and Dollars in Millions of Financial Aid  
Received by Resident Undergraduates and % of Need Met  
Performance Indicator #39**

**Regent Universities**

In the data for this indicator, the amount of aid indicated in the data below is in millions of dollars. The trends are clear -- the number of students assisted has grown and the amount of dollars has increased substantially. Aid is available in three forms -- grants, loans, and employment. The term, "% of need met," refers to the institution's judgment of student financial need they were able to meet.

Related Action Step -- Access	University of Iowa				Iowa State University				University of Northern Iowa			
		<u>No.</u>	<u>Dollars</u>	<u>%NM</u>		<u>No.</u>	<u>Dollars</u>	<u>%NM</u>		<u>No.</u>	<u>Dollars</u>	<u>%NM</u>
2.1.1.1	94-95	NA	\$55.3	NA	94-95	11,663	\$67.7	71.6%	94-95	7,470	\$35.9	85.1%
	95-96	8,191	\$56.2	NA	95-96	11,951	\$68.7	72.4%	95-96	7,898	\$43.4	79.6%
	96-97	8,238	\$59.0	NA	96-97	12,135	\$69.9	75.0%	96-97	8,010	\$45.6	79.5%
	97-98	8,751		NA	97-98	12,700	\$80.0	77.1%	97-98	8,142	\$46.1	81.4%
	98-99	9,170	\$61.9	NA	98-99	13,007	\$84.6	75.3%	98-99	8,310	\$50.9	77.4%
	99-00	8,924	\$66.4	NA	99-00	13,489	\$90.7	73.4%	99-00	8,628	\$51.4	86.5%

**Unit Cost Per Student  
Common Data Set (Indicator #43)**

**Regent Universities**

Unit cost represents the general fund supported cost of instructing a full-time equivalent (FTE) student at a given level. Regent universities have prepared general fund unit cost calculations in alternate years since FY 1969.

Fixed and variable costs are included in the calculations for unit cost. Fixed costs include research, library books, physical plant operations, and equipment. These costs remain relatively stable within a reasonable enrollment range. Variable costs of instruction include direct instructional costs, general administration, and student services and change in proportion to the number of students.

The following table illustrates the unit cost of instruction for each Regent university' by student level and as a composite from FY 1993 to FY 1999. Unit cost of instruction has increased steadily since FY 1993

MGT NO.	Performance Indicator	Related Action Step – Accountability	University of Iowa	Iowa State University	University of Northern Iowa
43	Cost per student  [Note: reported biannually; FY 1993 -Presented July 1994 FY 1995 -- Presented July, 1996 FY 1997 - Presented June 1998 and FY 1999 -Presented June 2001	4.2.1.2			
43a	Lower Division (freshmen/sophomore)		<u>Costs</u> 92-93 \$4,648 94-95 \$5,022 96-97 \$5,327 98-99 \$6,435	<u>Costs</u> 92-93 \$5,418 94-95 \$5,761 96-97 \$6,164 98-99 \$6,663	<u>Costs</u> 92-93 \$4,251 94-95 \$4,752 96-97 \$5,173 98-99 \$5,381
43b	Upper Division (junior/senior)		92-93 \$7,269 94-95 \$8,555 96-97 \$8,990 98-99 \$10,068	92-93 \$7,320 94-95 \$8,034 96-97 \$6,752 98-W \$9,550	92-93 \$7,095 94-95 \$7,785 96-97 \$8,414 98-99 \$9,312
43c	Undergraduate composite cost		92-93 \$6,069 94-95 \$6,850 96-97 \$7,199 98-99 \$8,301	92-93 \$6,509 94-95 \$7,048 96-97 \$7,626 98-99 \$8,242	92-93 \$5,956 94-95 \$6,530 96-97 \$7,045 98-99 \$7,742
43d	Composite cost (includes all students, including those in professional and graduate programs)		92-93 \$9,676 94-95 \$10,836 96-97 \$11,764 98-99 \$12,623	92-93 \$7,592 94-95 \$8,211 96-97 \$8,936 98-99 \$9,677	92-93 \$6,388 94-95 \$7,012 96-97 \$7,566 98-99 \$8,292

## 4.0 INSTRUCTIONAL ENVIRONMENT

### All Regent Institutions

- Average [Undergraduate Class Size] (#5) Page 2
- Number and Percentage of General Assignment Technology-Equipped Classrooms (#7) Page 4
- Percentage of Course Sections Using Computers as Integral Teaching Aid (#8) Page 6

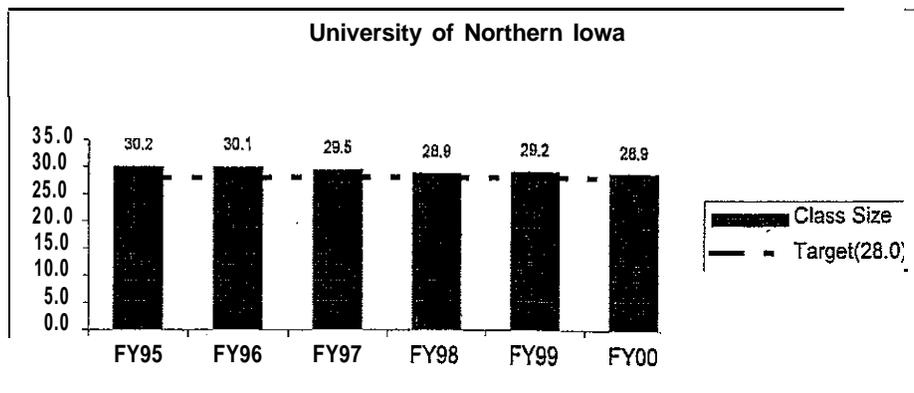
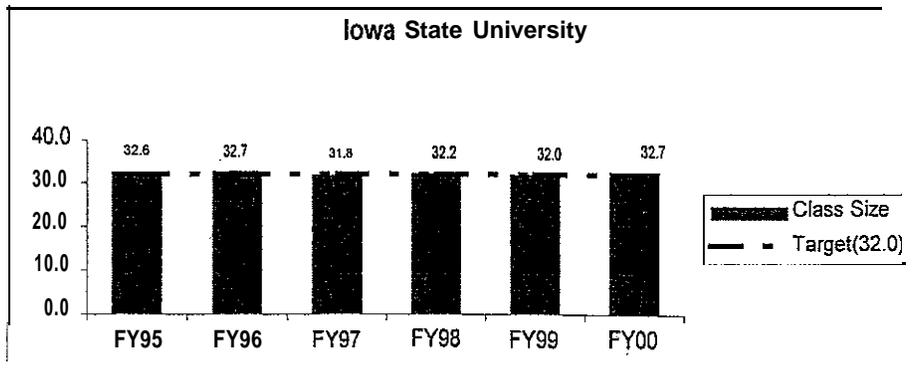
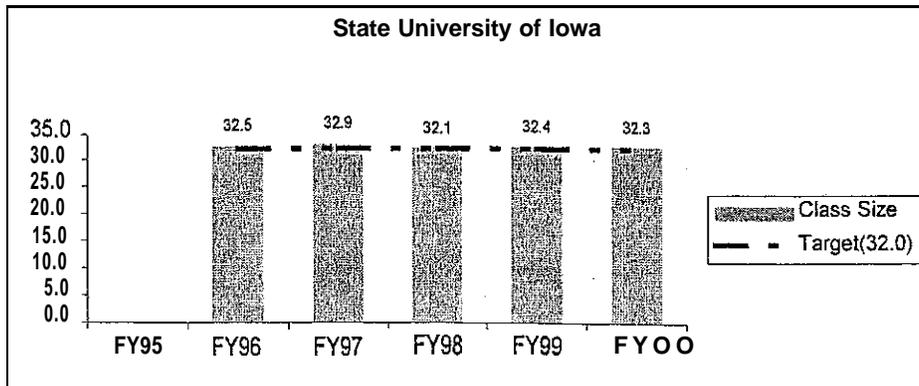
### Regent Universities

- Percentage of Undergraduate Student Credit Hours Taught by Tenured/Tenure Track Faculty (#1) Page 8

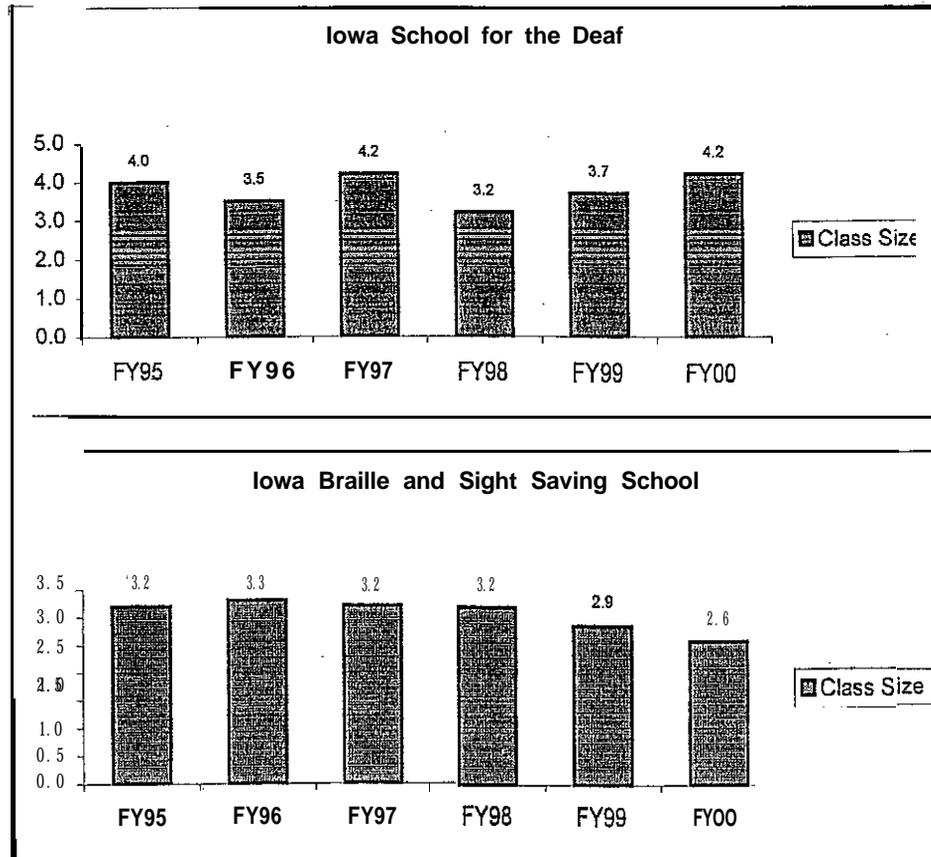
### Individual Universities

- Percentage of Senior Faculty Teaching Undergraduates (University of Iowa) (#2) Page 9
- Number, Total, and Percentage of Faculty Using Instructional Technology (University of Iowa, University of Northern Iowa) (#6) Page 10
- Percentage of Introductory Courses Taught by Senior Faculty (Iowa State University) (#3a) Page 11
- Percentage of Lower Division Courses Taught by Tenured/Tenure Track Faculty (University of Northern Iowa) (#3b) Page 11
- Percentage of Senior Faculty Teaching at Least One Undergraduate Course Annually (Iowa State University) (#4) Page 12
- Percentage of Faculty Who Use Computers as a Teaching Aid (Iowa State University) (#9) Page 12

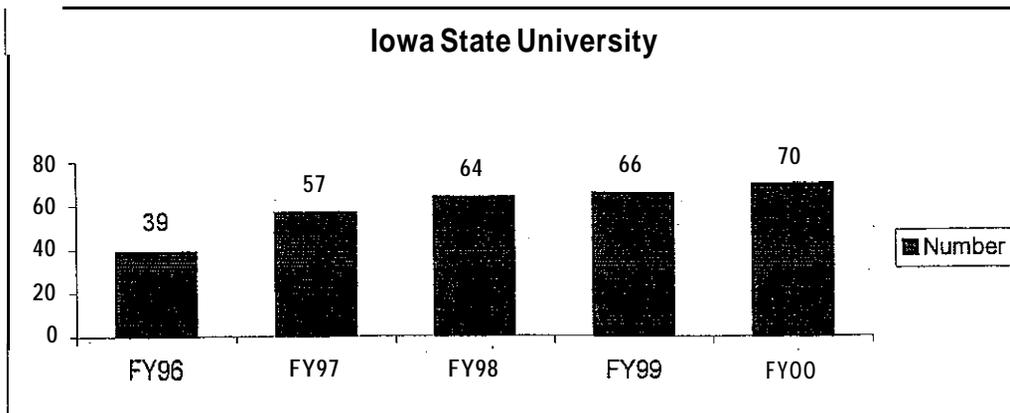
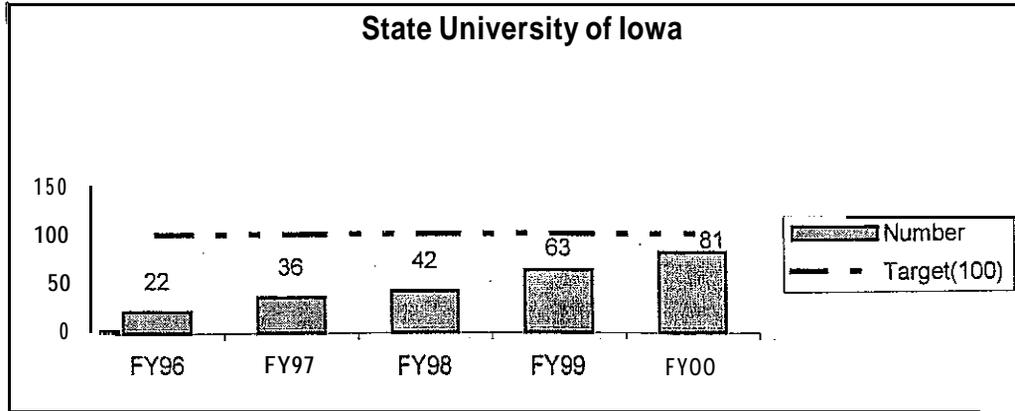
Figure 5 -Regent Universities  
Average [Undergraduate] Class Size (Lower Division)  
Common Data Set (indicator #5)



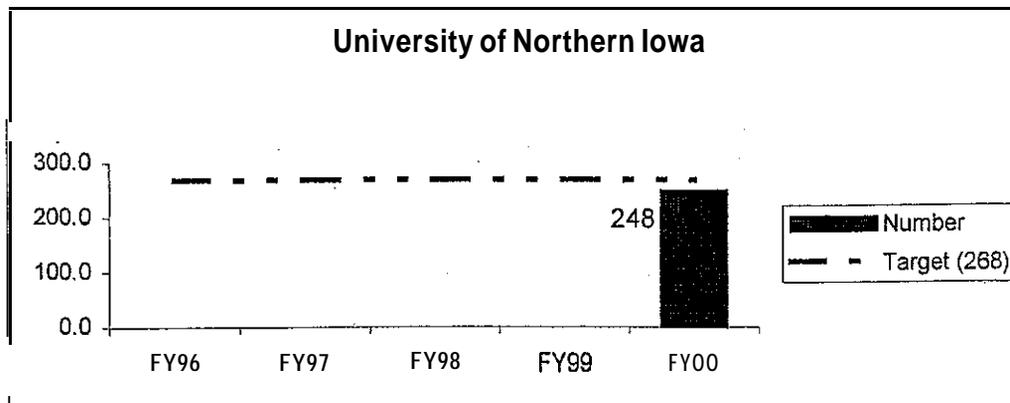
**Figure 5 - Special Schools  
Average Class Size  
Common Data Set (Indicator #5)**



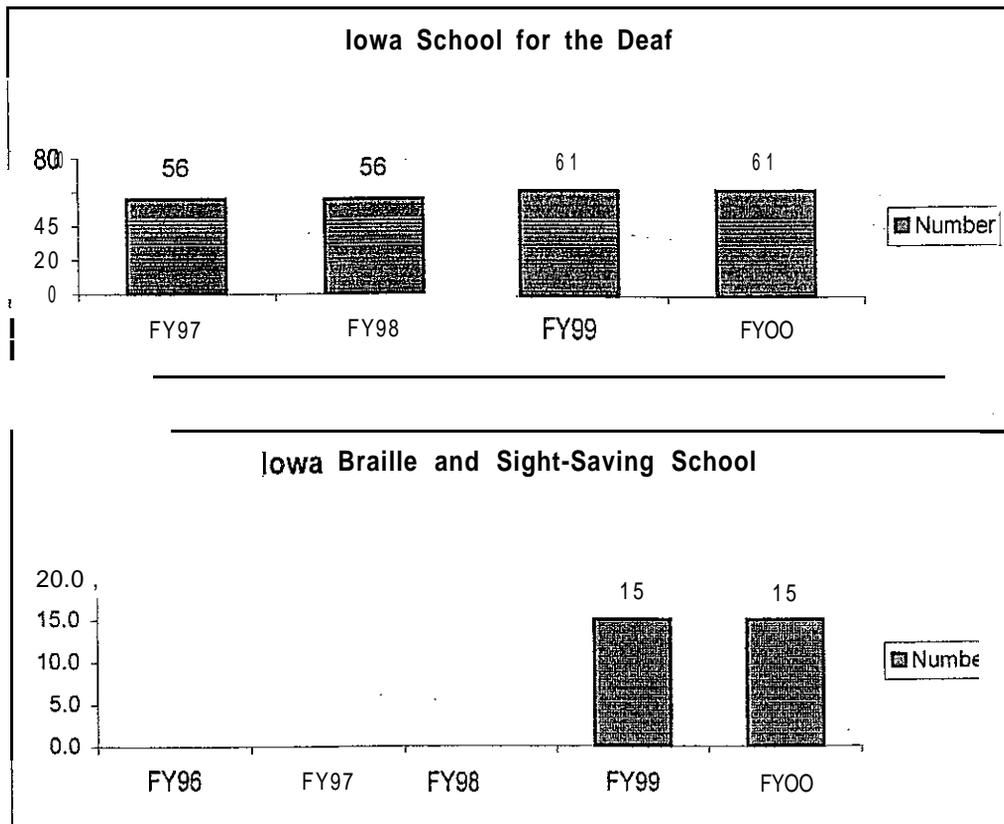
**Figure 7 - Regent Universities  
Number and Percentage of General Assignment  
Technology-Equipped Classrooms  
Common Data Set (Indicator #7)**



Note: ISU has not provided target.

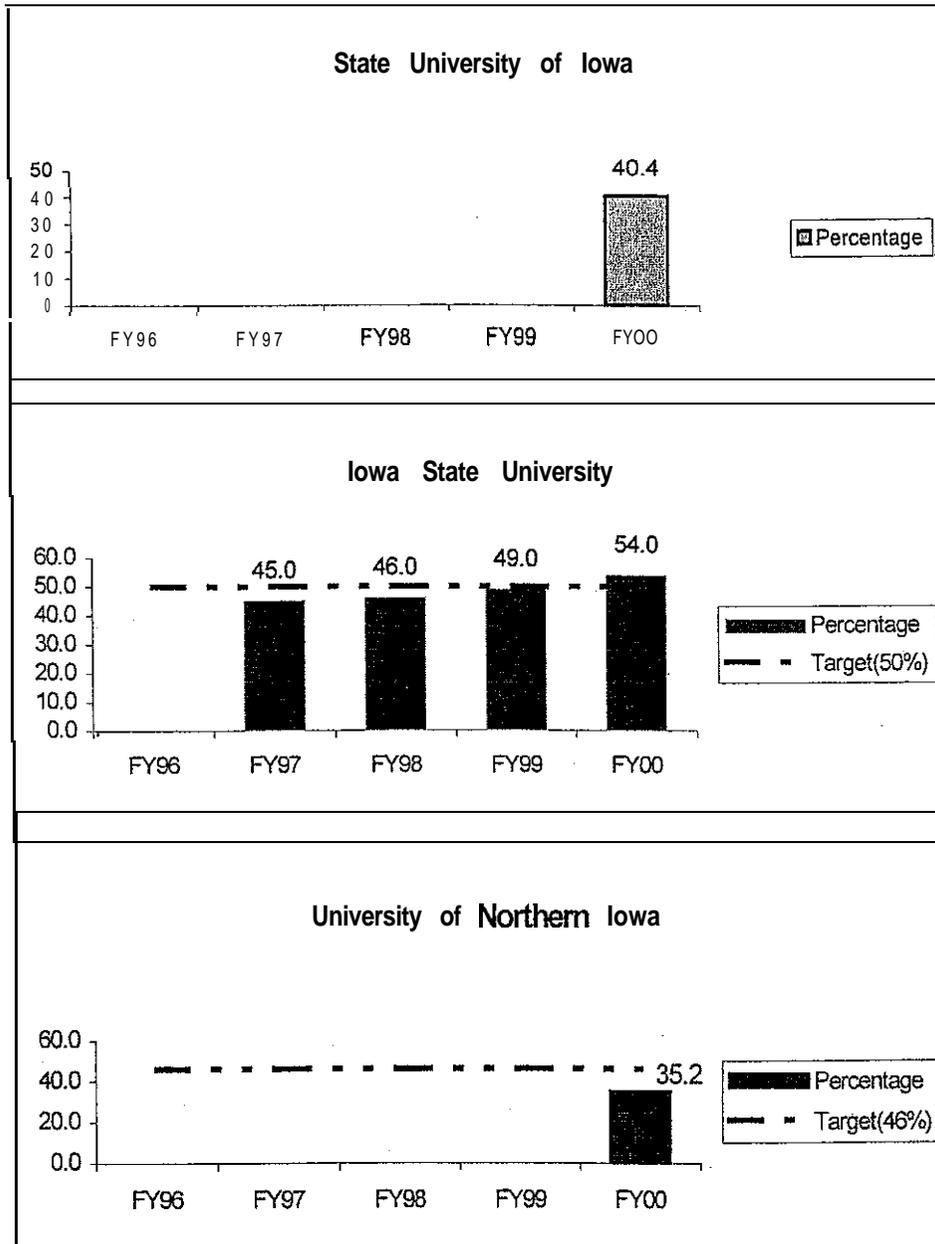


**Figure 7 -- Special Schools  
Number and Percentage of General Assignment  
Technology-Equipped Classrooms – Special Schools  
Common Data Set (Indicator #7)**



**Note: IBSSS compiled data, beginning in Fiscal Year 1999.**

**Figure 8 - Universities**  
**Percentage of Course Sections Using**  
**Computers as Integral Teaching Aid**  
**Common Data Set (Indicator #8)**



Note: SUI and UNI began reporting in Fiscal Year 2000.

Figure 8 - Special Schools

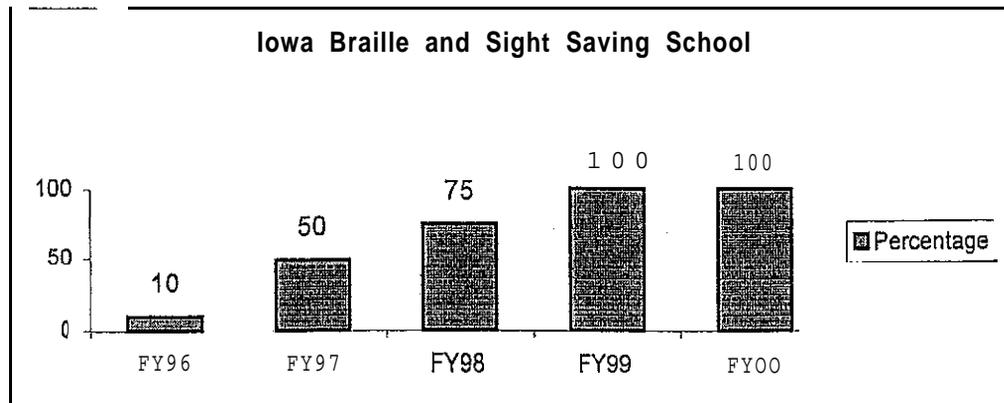
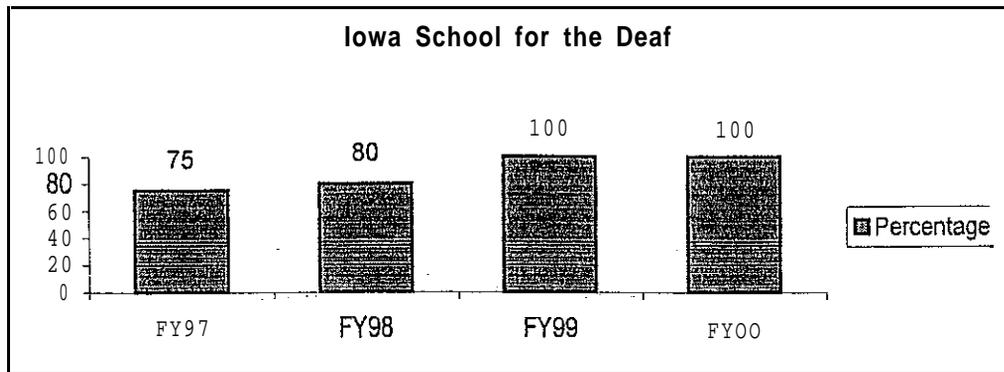


Figure 1  
 Percentage of Undergraduate Student Credit Hours  
 Taught by Tenured/Tenure Track Faculty  
 Common Data Set (indicator #1)

Regent Universities

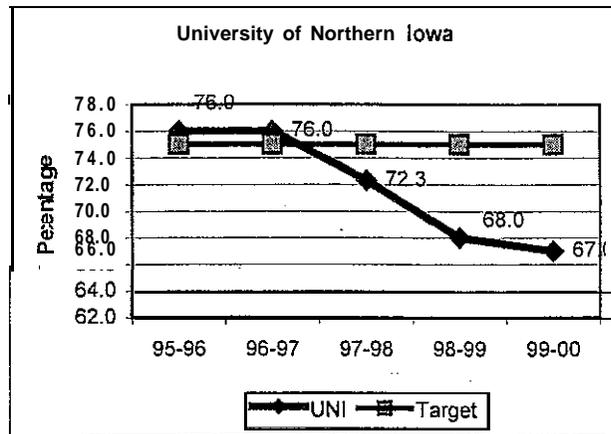
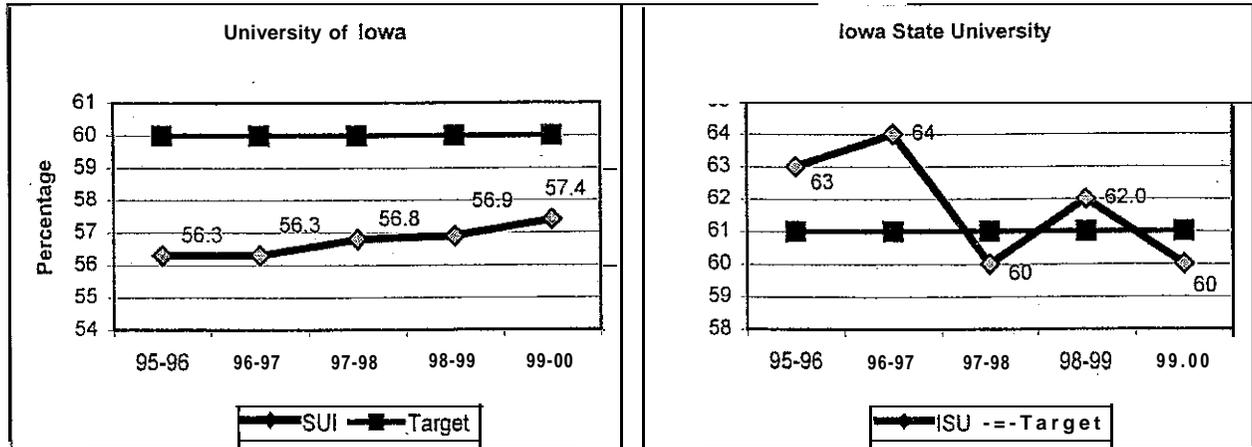
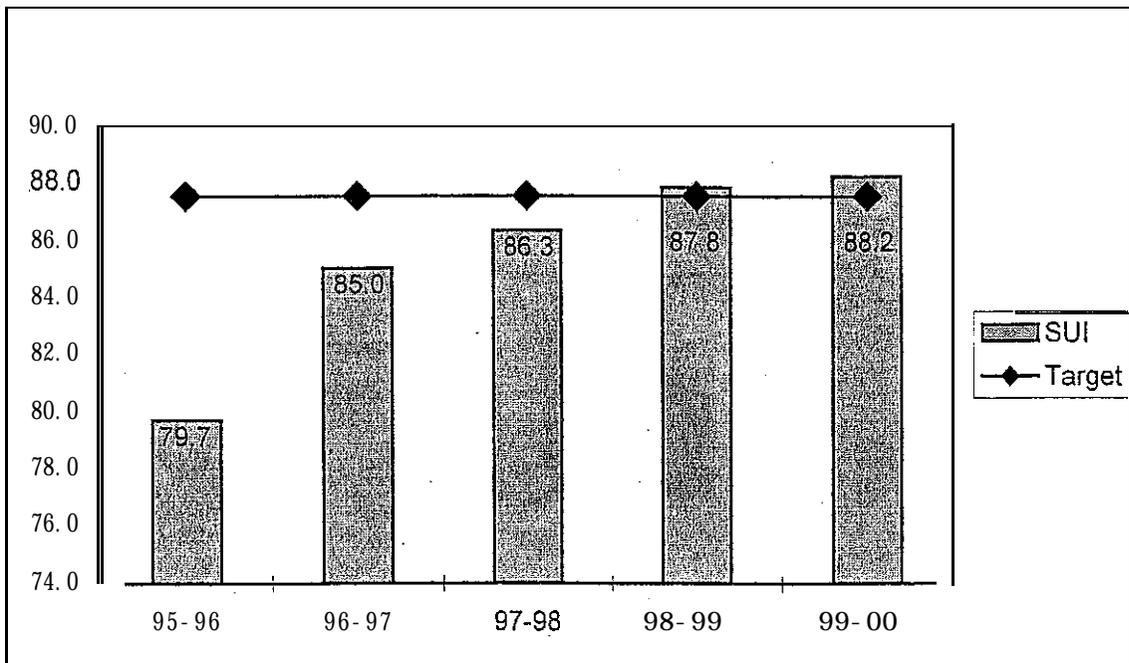


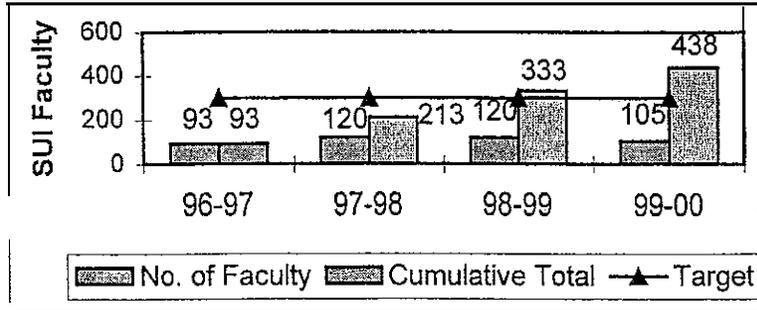
Figure 2  
Percentage of Senior Faculty Teaching Undergraduates  
Performance Indicator #2

University of Iowa

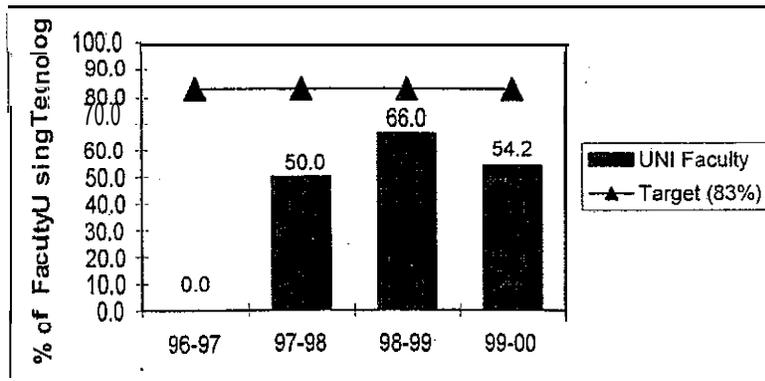


**Figure 6**  
**Number, Total, and Percentage of Faculty**  
**Using Instructional Technology**  
**Performance Indicator #6**

**University of Iowa, University of Northern Iowa**

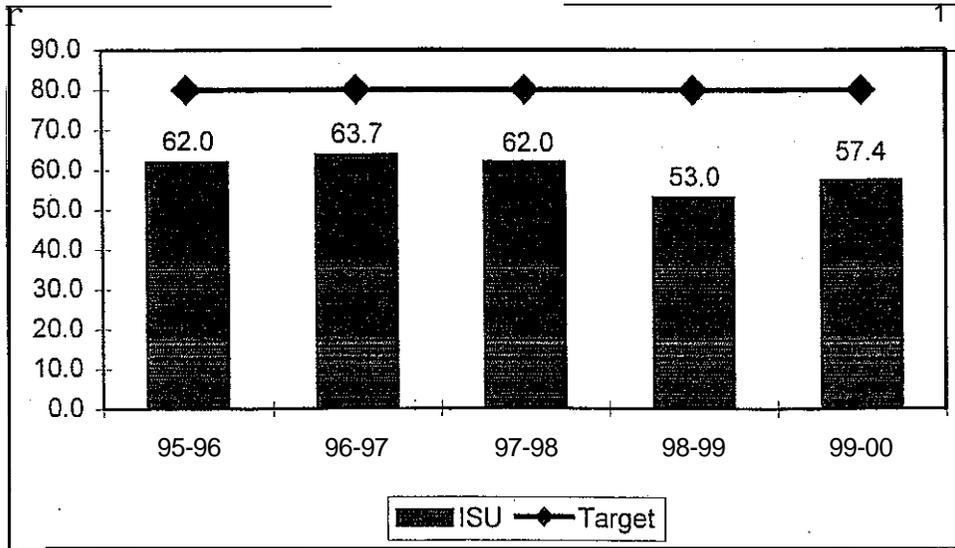


Note: Number is based on number of faculty who received training in a specific program.



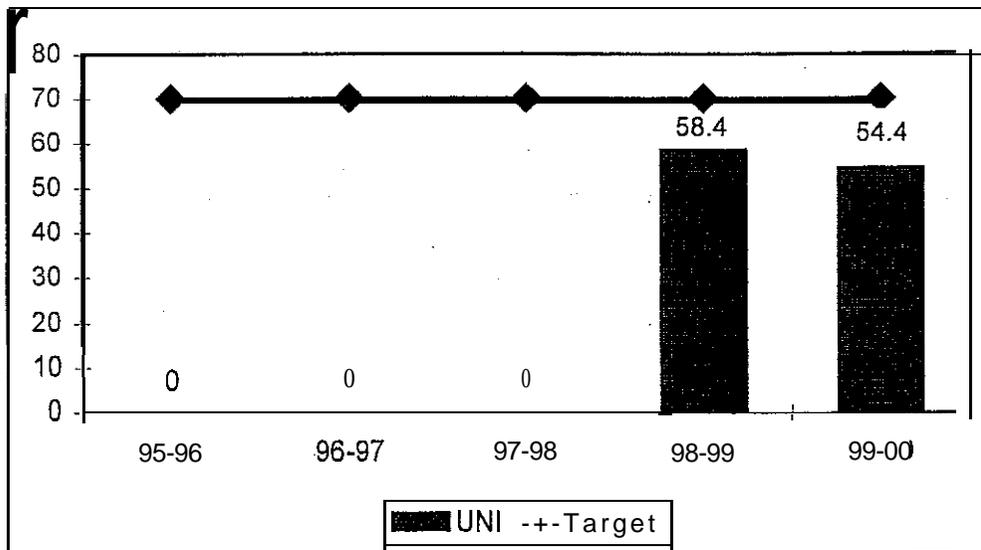
**Figure 3**  
**Percentage of Introductory Courses Taught by Senior Faculty**  
**Performance Indicators #3a and #3b**

**Figure 3a - Iowa State University**



Note: Percentage of Lower Division courses taught by tenured/tenure-track faculty

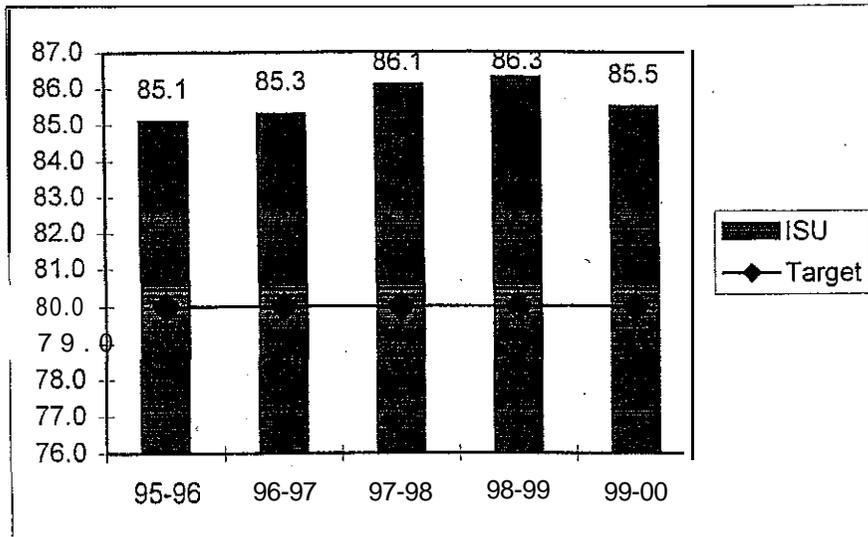
**Figure 3b - University of Northern Iowa**



Note: UNI began compilation in 1998-99.

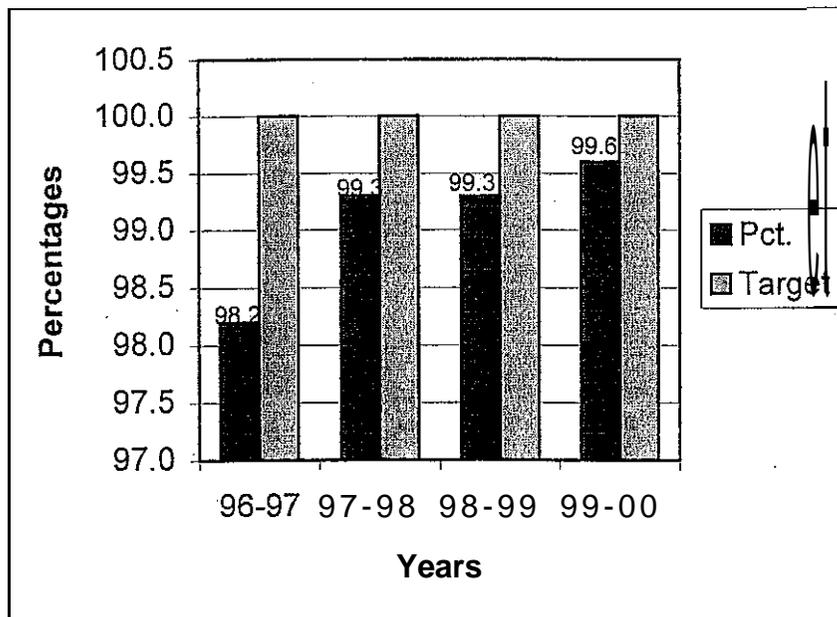
**Figure 4**  
**Percentage of Senior Faculty Teaching**  
**At Least One Undergraduate Course Annually**  
**Performance Indicator #4**

Iowa State University



**Figure 9**  
**Percentage of Faculty Who Use**  
**Computers as a Teaching Aid**  
**Performance Indicator #9**

Iowa State University



## **5.0 STUDENT PROFILE**

### **(Enrollment, Retention, and Performance)**

#### **All Regent Institutions**

- Fall Enrollment, by Level, Age, and Residency (#38) Page 14
- Undergraduate Student Retention and Graduation Rates (#42) Page 16

#### **Regent Universities**

- Percentage of Professional Students Passing' Licensure Examinations (University of Iowa, Iowa State University) (#1 3a) Page 17
- Percentage of All Graduates Employed Within One Year (University of Iowa, Iowa State University, University of Northern Iowa) (#13b) Page 18

#### **Individual University**

- Average Graduate Record Exam (GRE) Composite Score of Entering Graduate Students (University of Iowa) (#14) Page 19

Figure 38  
 Fall Enrollment by Level, Age, and Residency [And Mean Age]  
 Common Data Set (Indicator #38)

Regent Universities

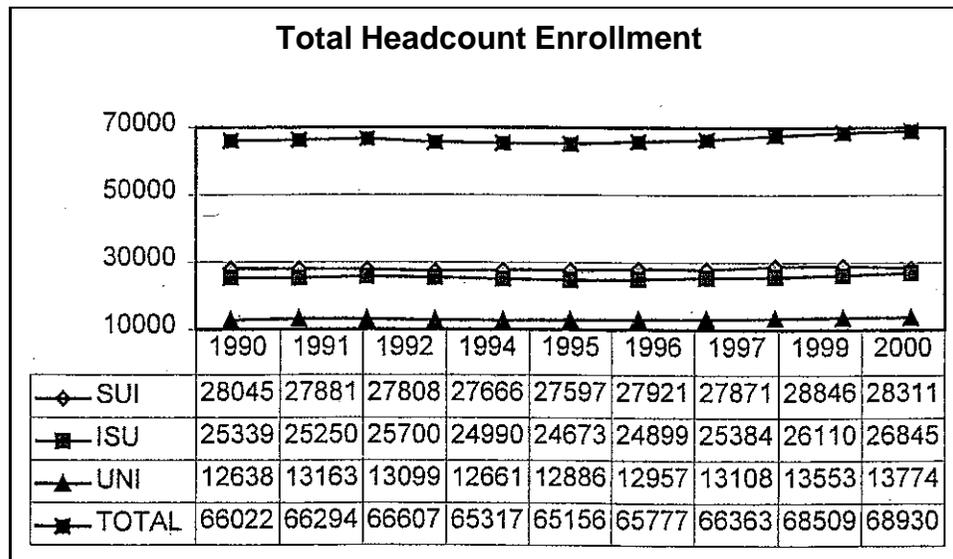
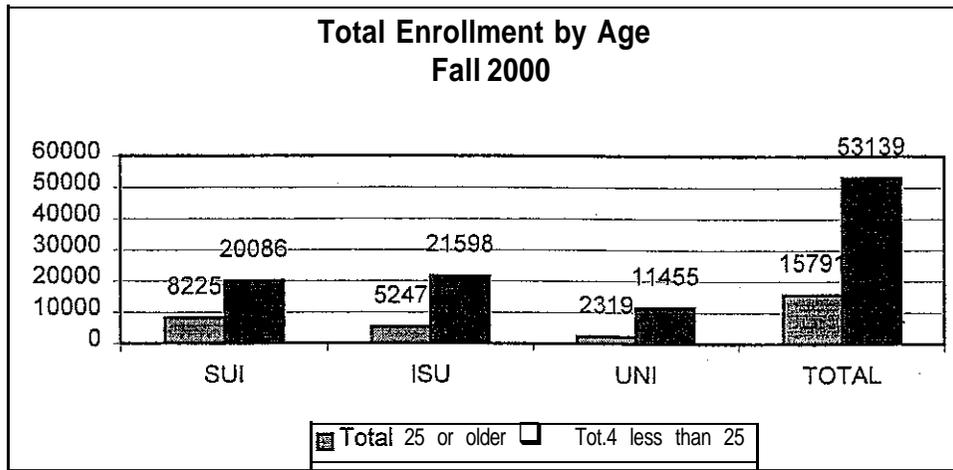
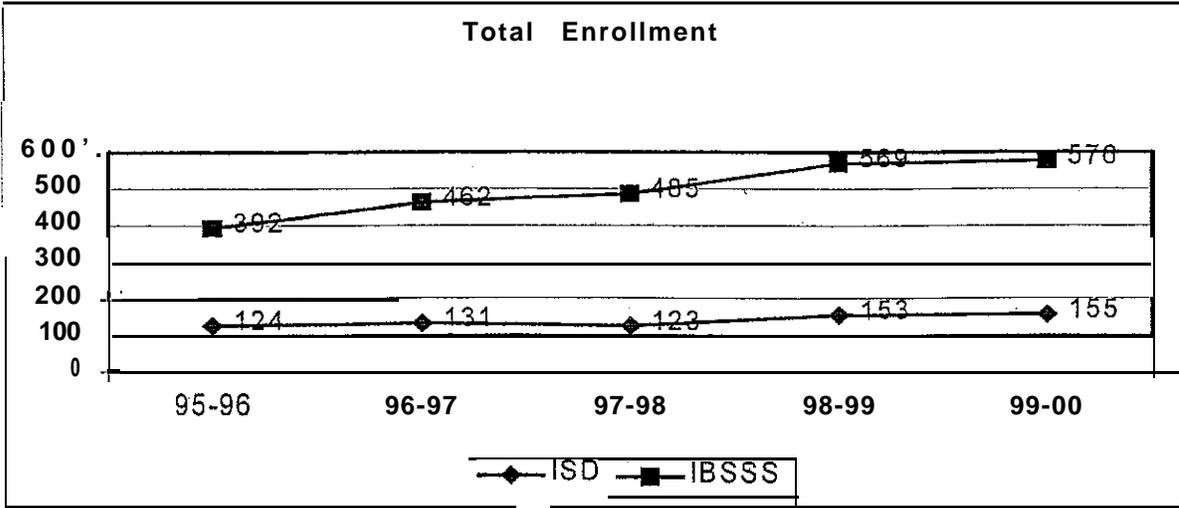


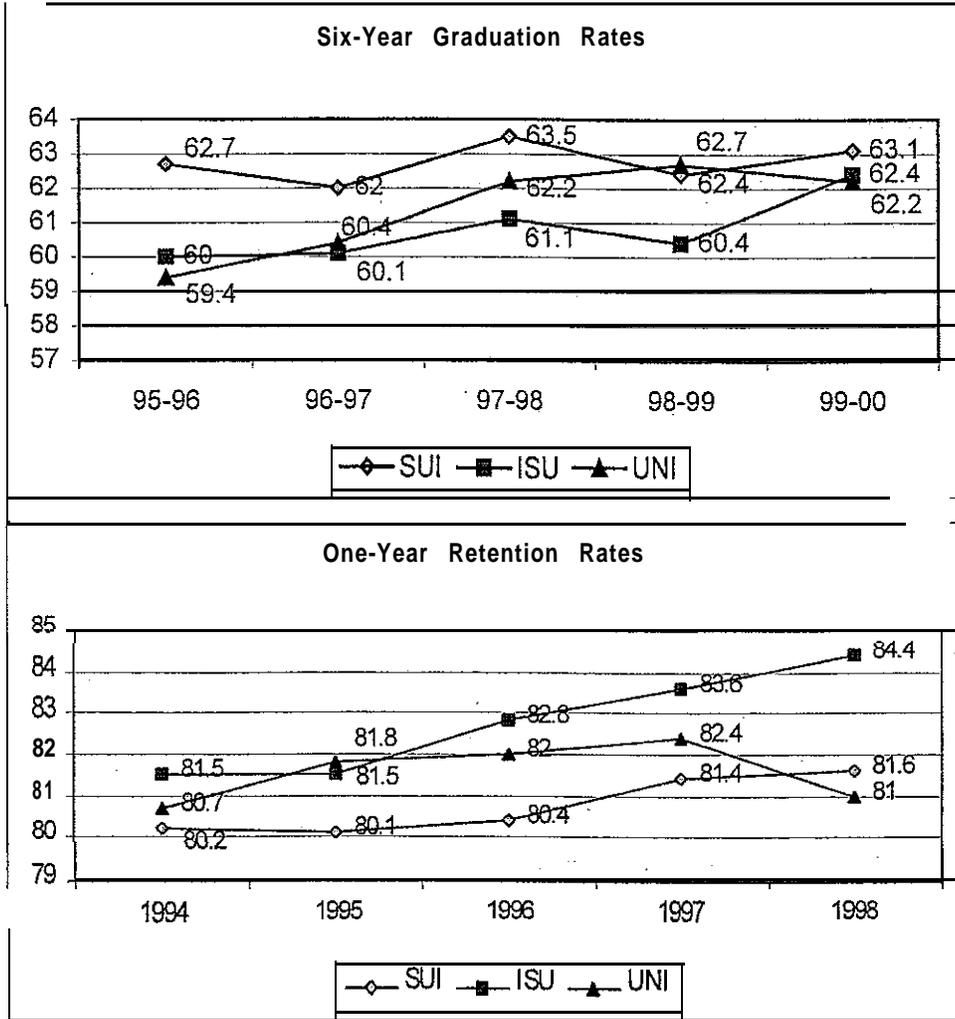
Figure 38  
Fall Enrollment By Level, Age, and Residency  
Common Data Set #38

Special Schools



**Figure 42**  
**Undergraduate Student Retention and Graduation Rates**  
**Common Data Set (Indicator #42)**

**Regent Universities**



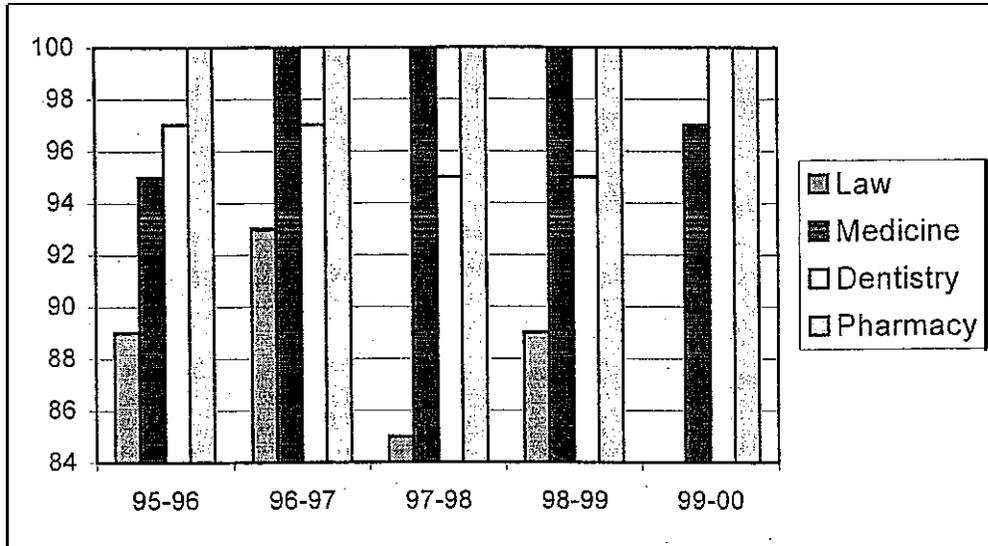
**Special Schools**

**No chart is included for the special schools.**

**Figure 13a**  
**Percentage of Professional Students Passing Licensure Examinations**  
**Common Data Set #13a**

**University of Iowa**

**Licensure Examination Passage Rates for Professional Students**



**Figure 13a**  
**Iowa State University**  
**Passage Rates for Veterinary Medicine Students**

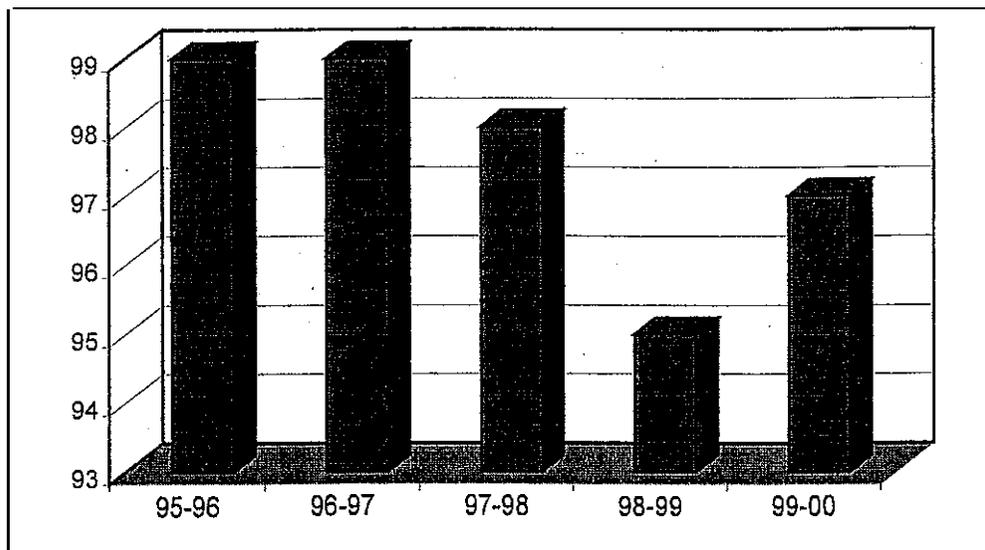


Figure 13b  
 Percentage of All Graduates Employed Within One Year  
 Common Data Set #1 3b

Regent Universities  
 (From top to bottom, SUI, ISU, and UNI)

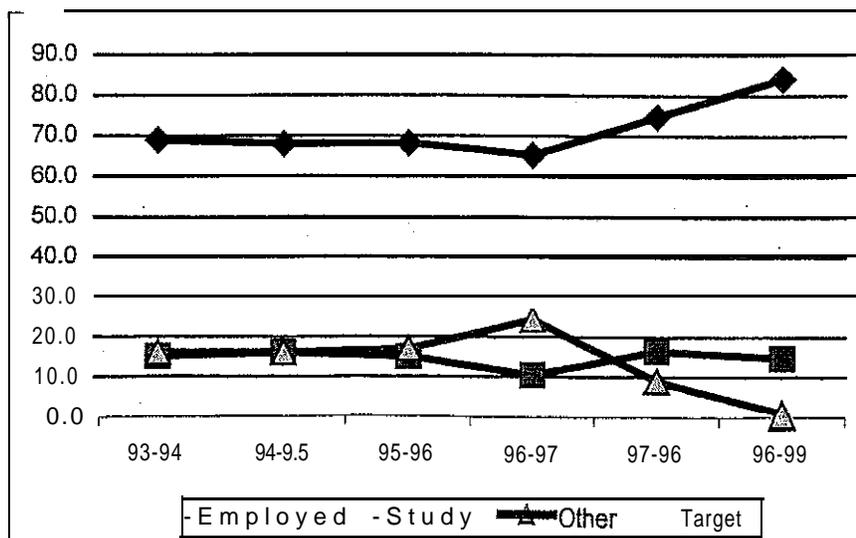
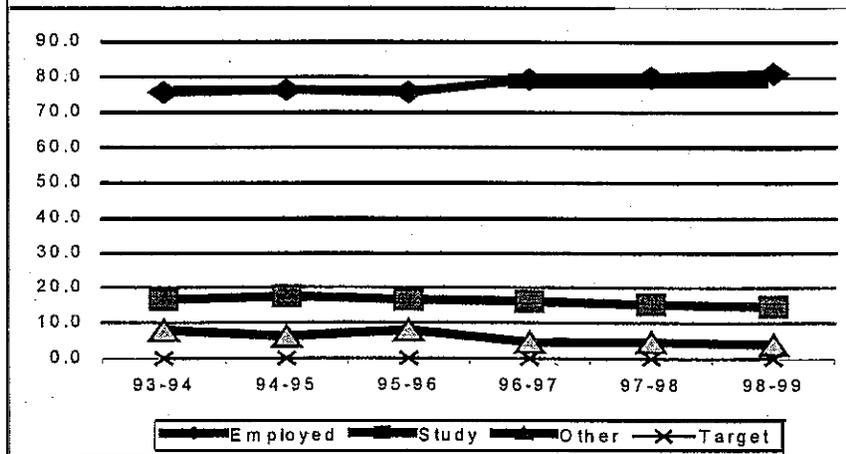
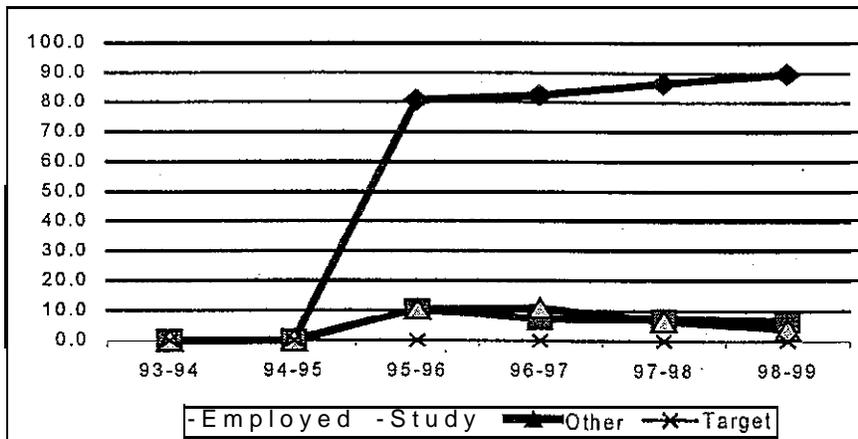
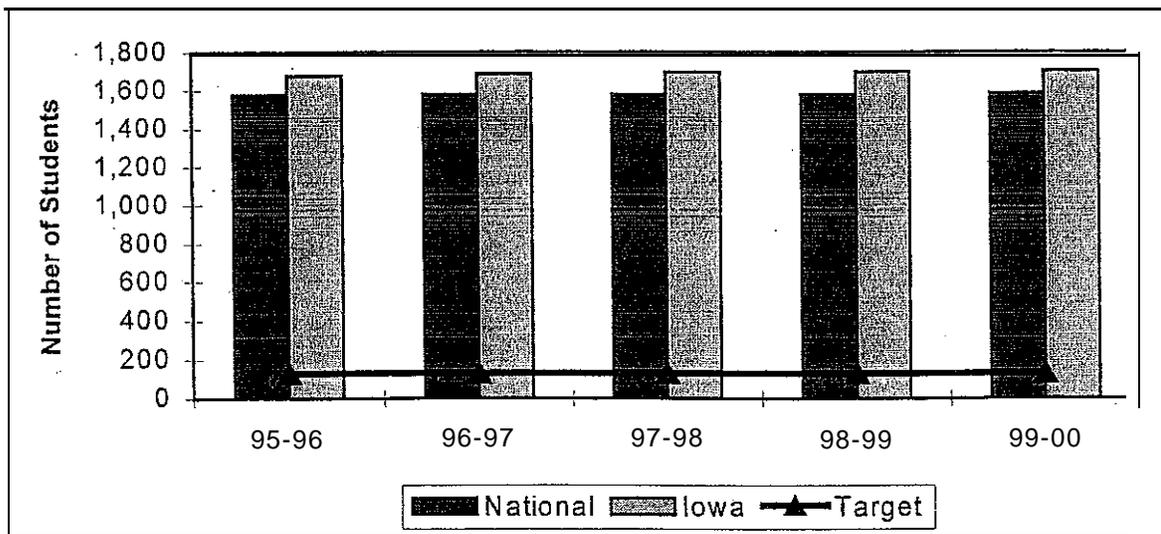


Figure 14

**Average GRE Scores of Entering Graduate Student  
Performance Indicator #14**

University of Iowa



Note: The University established a target that entering students would, on average, score 130 points above the national GRE average.

(This page intentionally left blank)

## 6.0 EDUCATIONAL OUTREACH AND SERVICE

### Regent Universities

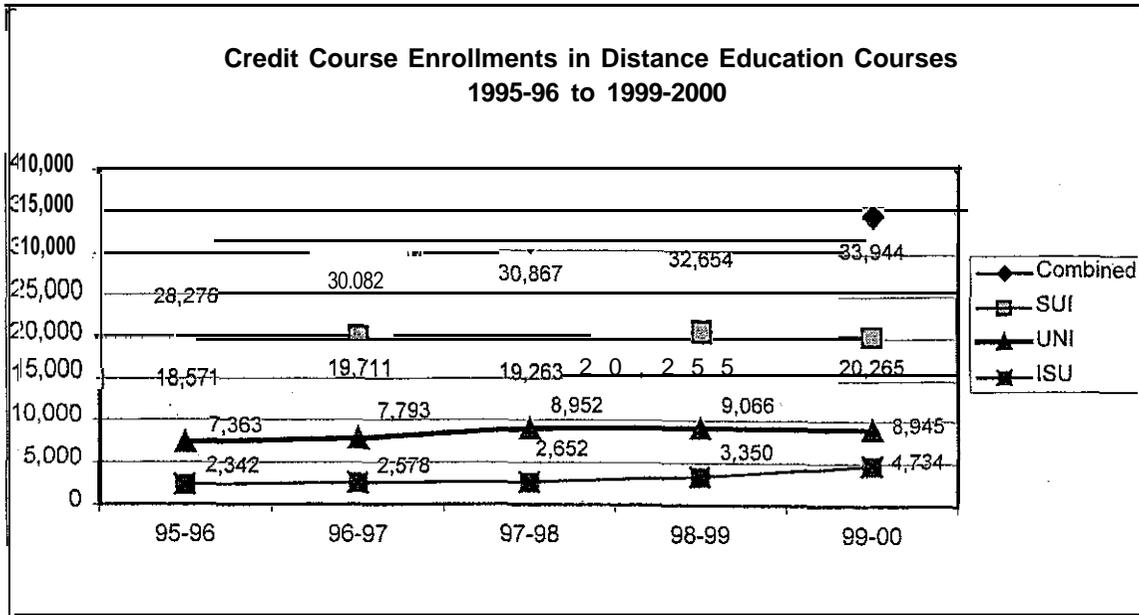
- Headcount enrollments in credit/non-credit courses (#28) Page 22
- Off-campus student enrollment in degree programs (#40) Page 23

### Individual Universities

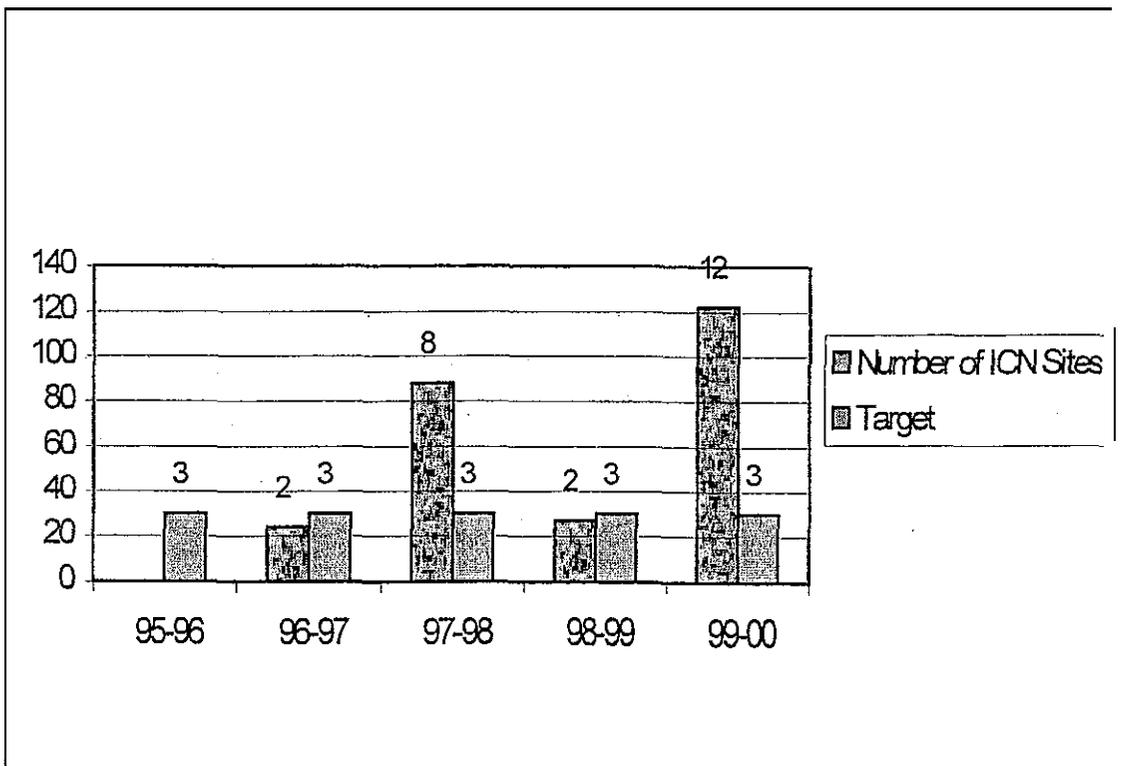
- Number of Non-degree Enrollments (University of Iowa) (#25) Page 24
- Availability of Off-campus Credit Courses (University of Northern Iowa) (#30) Page 25
- Number of Extension Clients (Iowa State University) (#29) Page 26
- Number of ICN Sites Served by Hancher Programming (University of Iowa) (#26) Page 27
- Number of Annual Visits to UI Health Sciences Centers (University of Iowa) (#27) Page 28

**Figure 28**  
**Headcount Enrollments in Credit/Non-credit Courses**  
**Offered Through Extension and Continuing Education**  
**Common Data Set (Indicator #28)**

**Figure 28a**

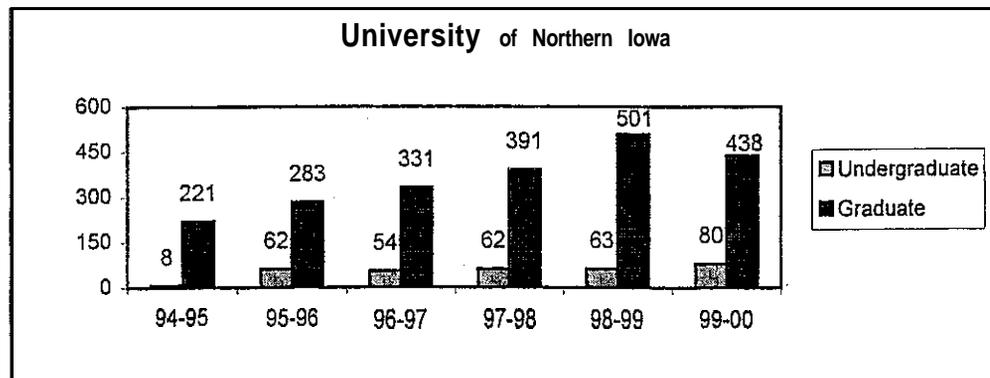
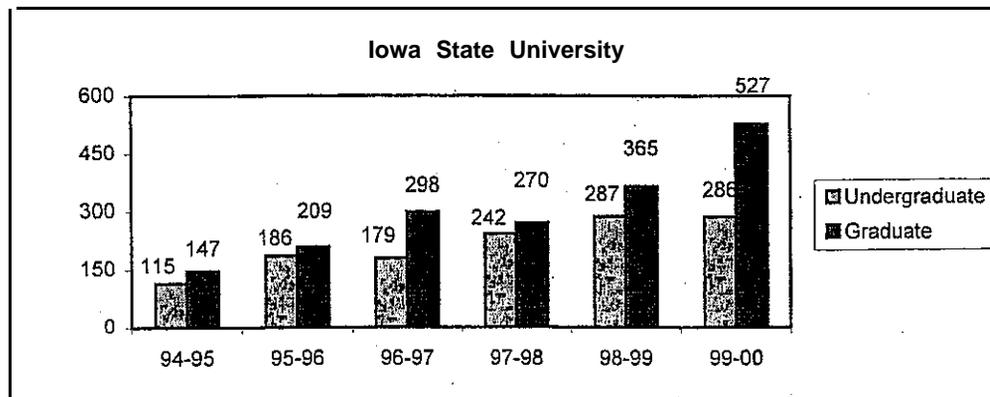
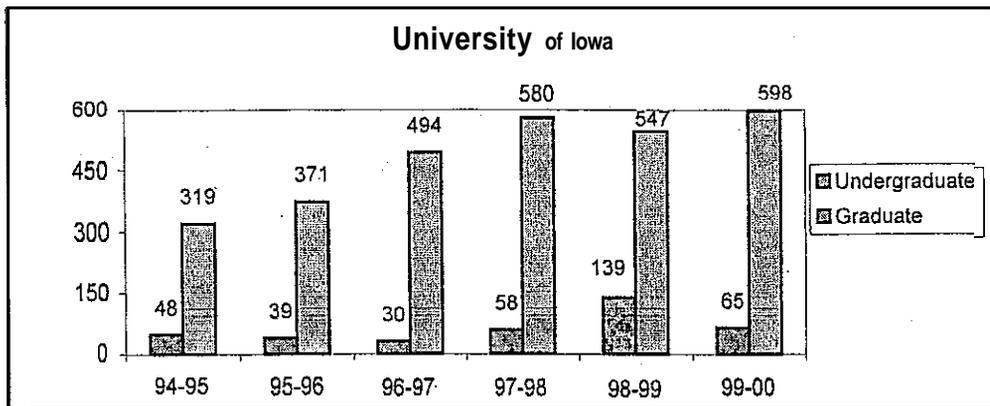


**Figure 28b**



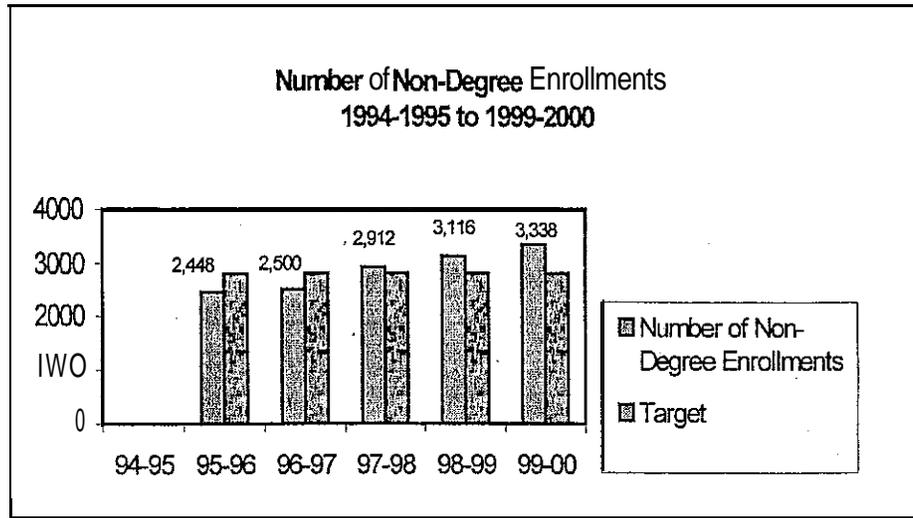
**Figure 40**  
**Off-campus Student Enrollments in Degree Programs**  
**Offered by Distance Education (Fall Enrollments Only)**  
**Common Data Set (Indicator #40)**

**Regent Universities**



**Figure 25**  
**Number of Non-degree Enrollments -- Fall Semester Only**  
**(includes undergraduates specialties and graduate non-degree undeclared)**  
**Performance Indicator #25**

University of Iowa



[No data was compiled in 1994-95.]

**Figure 30**  
**Availability of Off-campus Credit Courses**  
**(Student Enrollments)**  
**Performance Indicator #30**

University of Northern Iowa

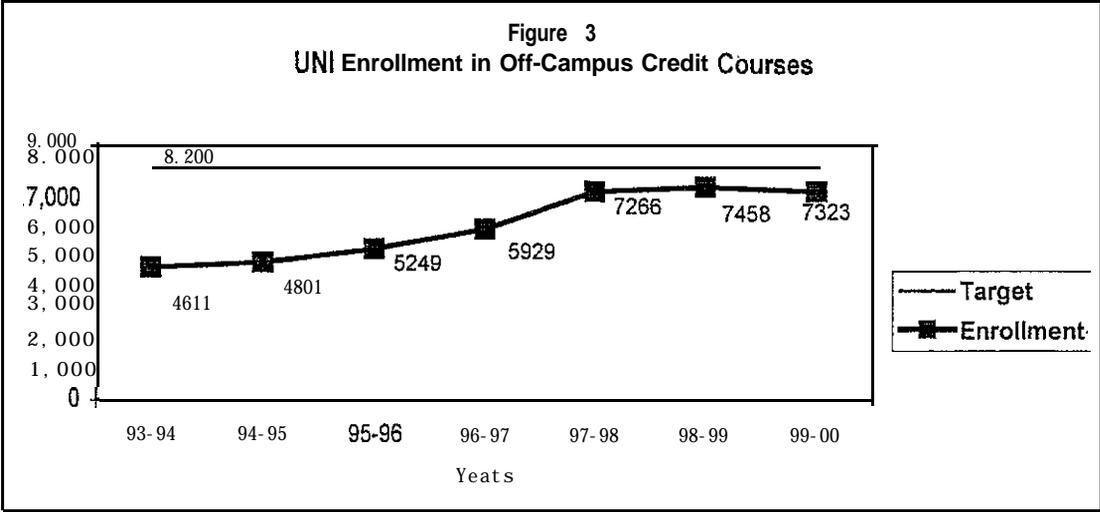


Figure 29  
Number of Extension Clients  
Performance Indicator #29

Iowa State University

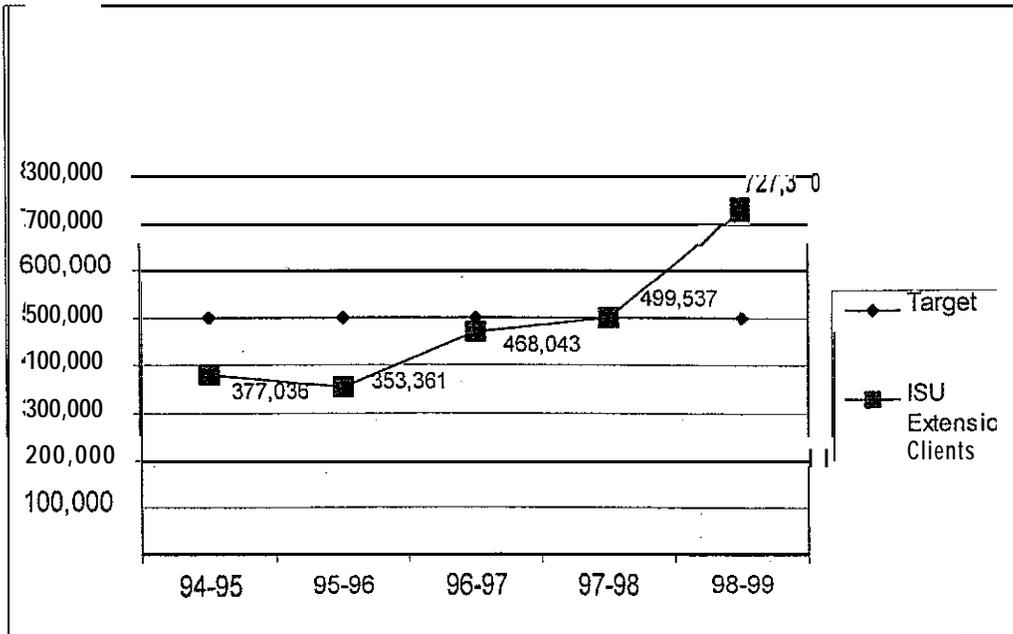
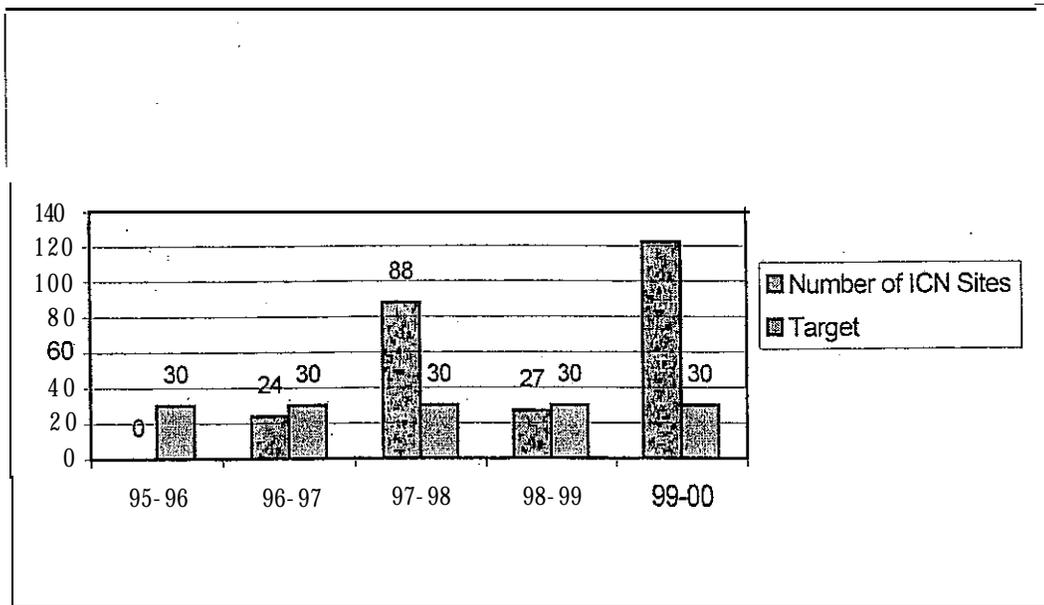


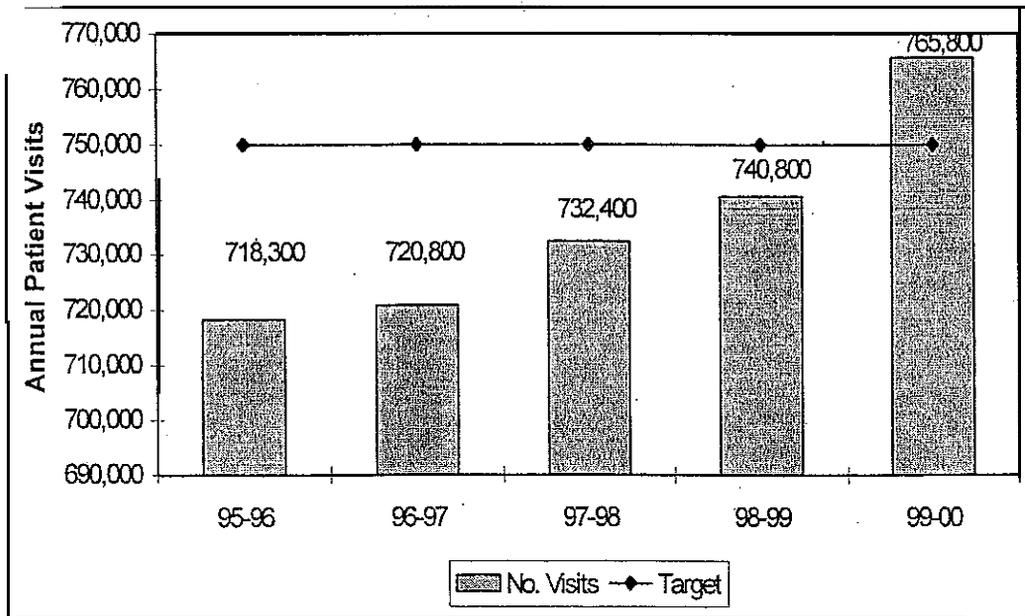
Figure 26  
Number of ICN sites served by Hancher Programming  
Performance Indicator #26

University of Iowa



**Figure 27**  
**Number of Annual Visits to University of Iowa Health Sciences Centers**  
**Performance Indicator #27**

University of Iowa



## 7.0 FACULTY PROFILE AND PRODUCTIVITY

### All Regent Institutions

- Faculty Resignations, Retirements, and New Hires (#12a, #12b, #12c) Page 30

### Three Universities

- Sponsored Funding Per Year in Dollars (#18) Page 32
- Number of Intellectual Property Disclosures (#22) Page 33

### Individual Universities

- Annual Publication Indices (University of Iowa) #15) Page 34
- Annual Citation Indices (University of Iowa) (#16) Page 34
- Number of External Funding Proposals Submitted (University of Iowa) (#19) Page 35
- Percentage of Faculty with One Scholarly Work Published During Last Three Academic Years (Iowa State University) (#17) Page.35
- Percentage of Faculty As Principal or Co-Principal Investigators (Iowa State University) (#20) Page 36
- Sponsored Funding Per Faculty Member (Iowa State University) (#21) Page 36
- Number of New Technologies Licensed (Iowa State University) (#23) Page 37
- Number of New Licenses Generating Revenues and Total Revenues (Iowa State University) (#24) Page 37
- Number of External Grants and Contracts Awarded (Iowa State University) (#34) Page 38

**Figure 12 -- Universities**  
**Faculty Resignations, Retirements, and New Hires**  
**(Regent Common Data Set #12a, 12b, and 12c)**

**Number of Tenured and Tenure-Track Faculty Changes**

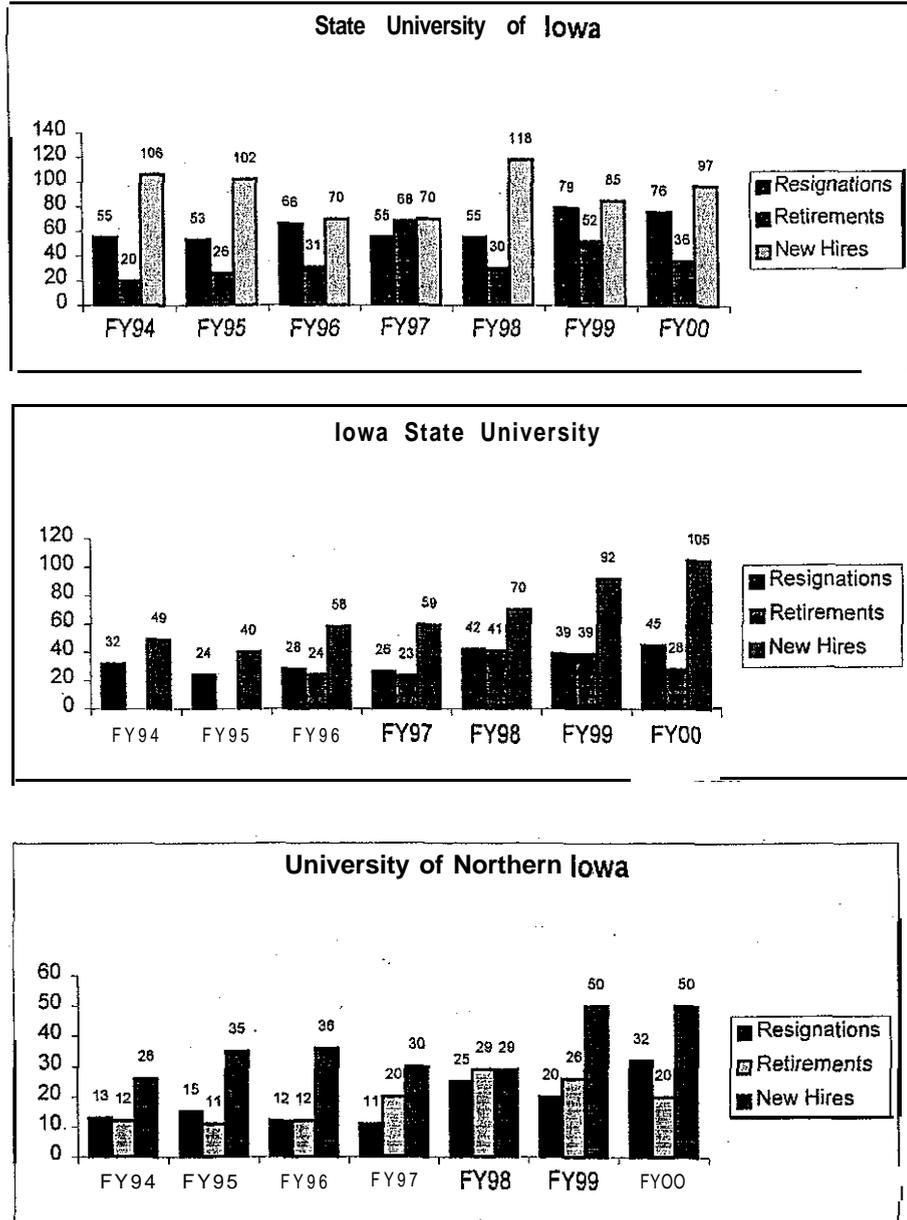
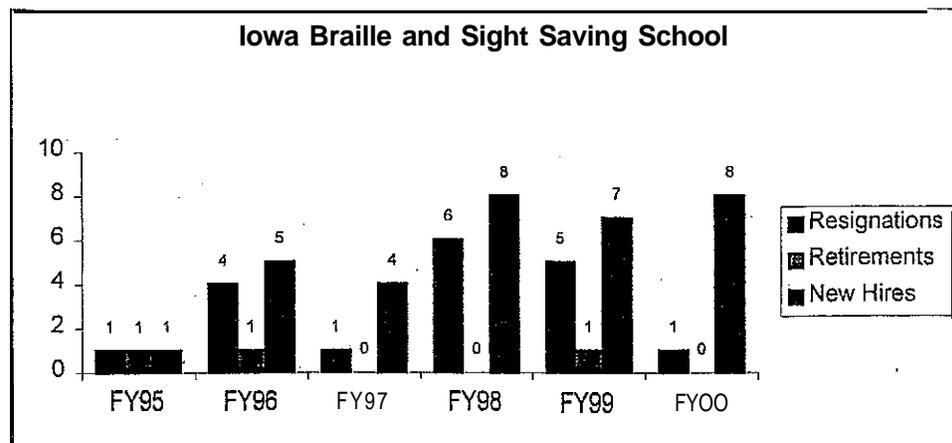
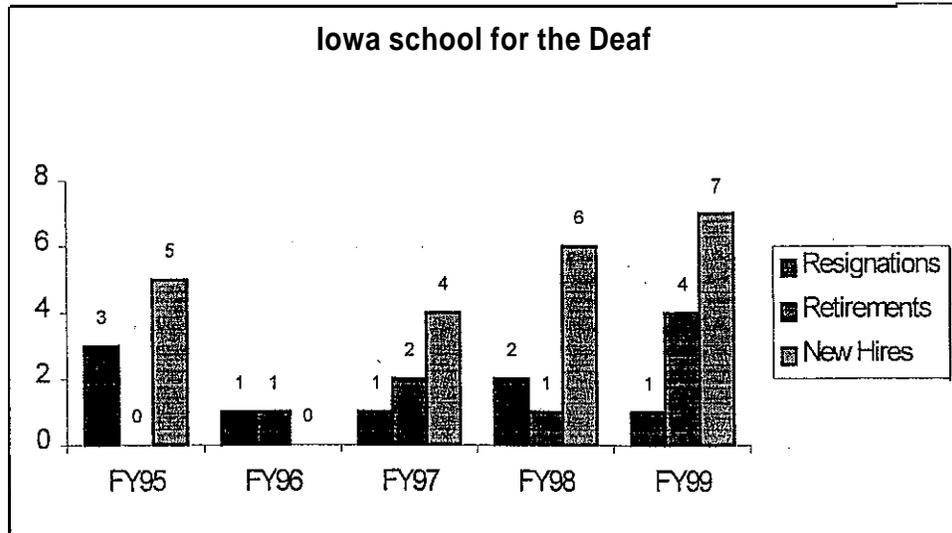


Figure 12 -- Special Schools  
 Faculty Resignations, Retirements, and New Hires  
 (Regent Common Data Set #12a, 12b, and 12c)



**Figure 18**  
**Sponsored Funding Per Year in Dollars**  
**Common Data Set (Indicator #18)**

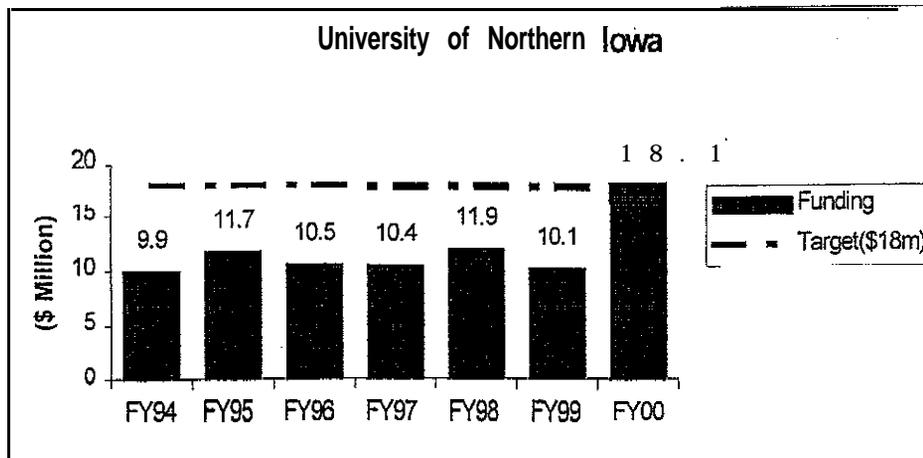
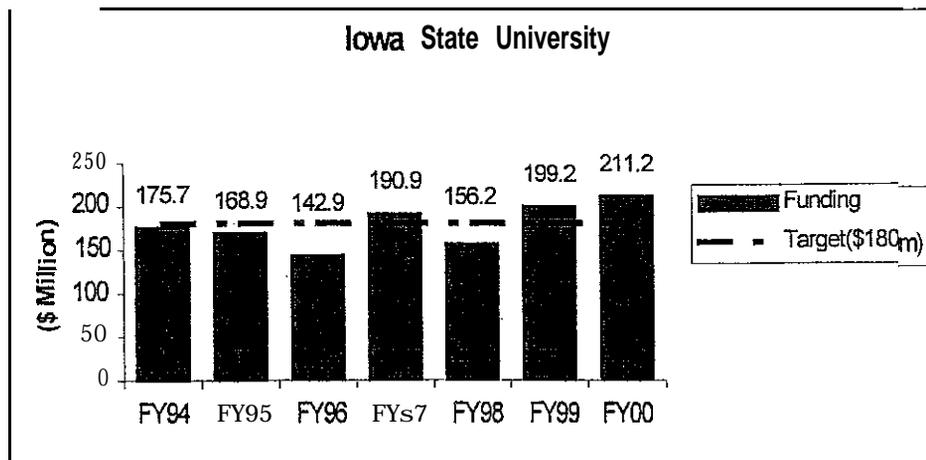
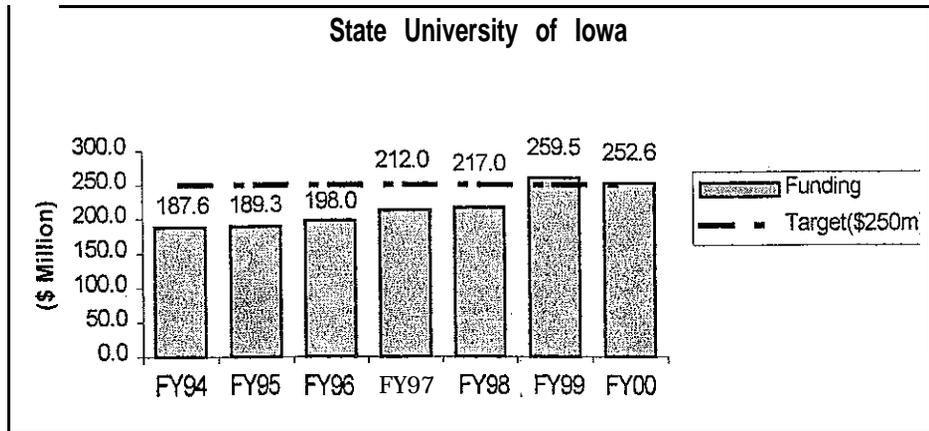
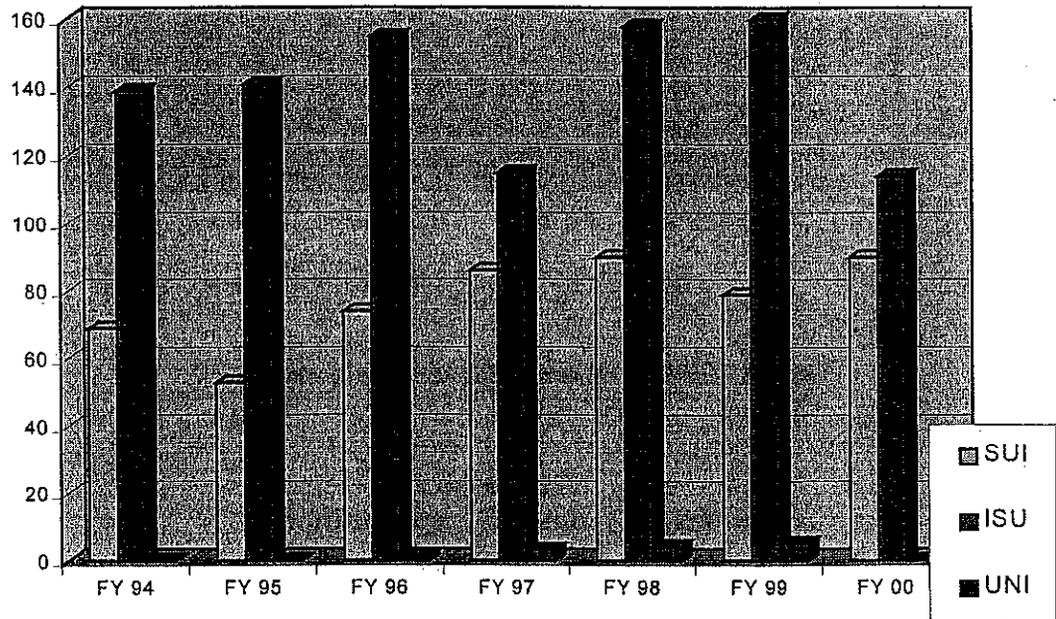


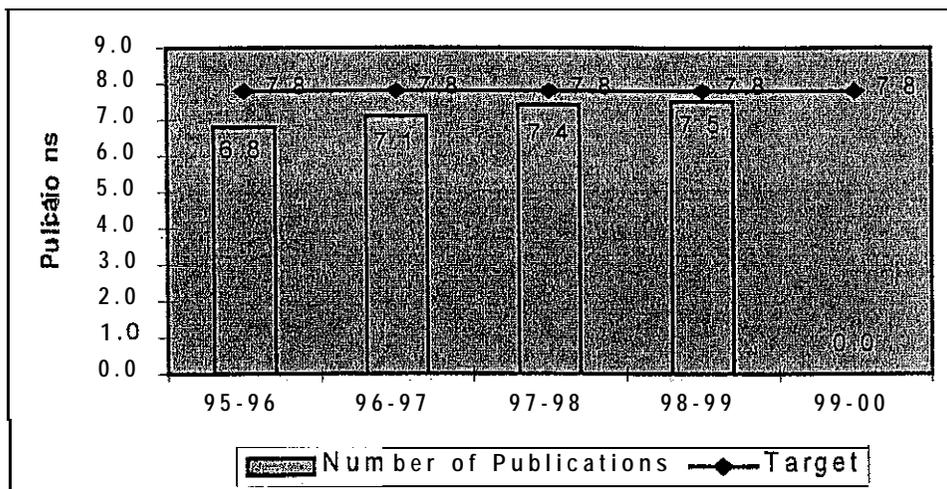
Figure 22  
Number of Intellectual Property Disclosures  
Common Data Set #22

Regent Universities



**Figure 15**  
**Relevant Annual Publication indices**  
**Indicator #15**

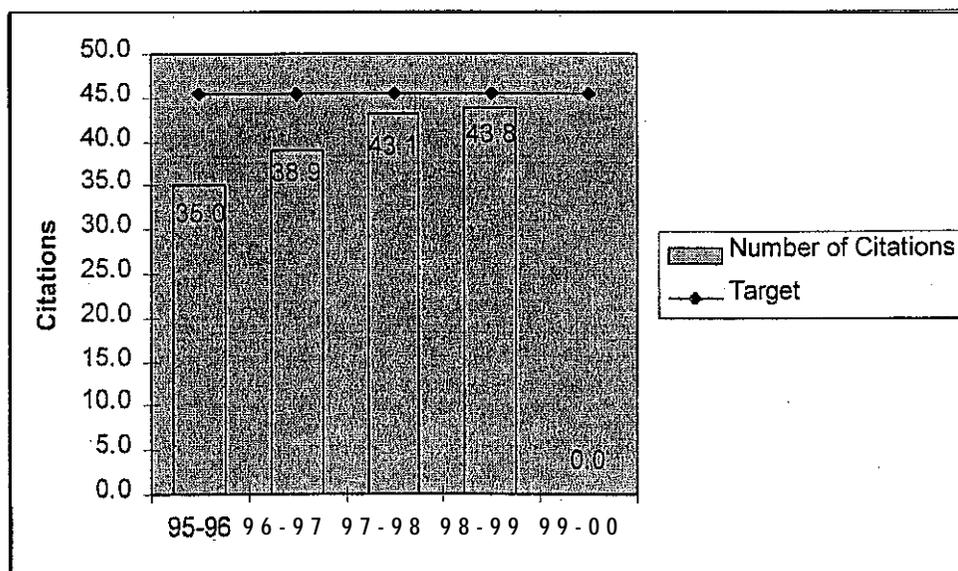
University of Iowa



Note: 1998-99 is last year data is available

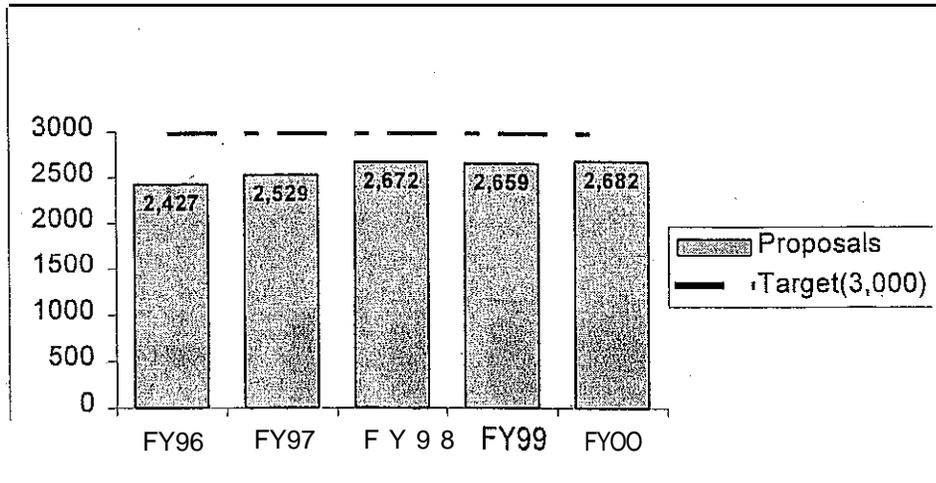
**Figure 16**  
**Relevant Annual Citation Indices**  
**Indicator #16**

University of Iowa



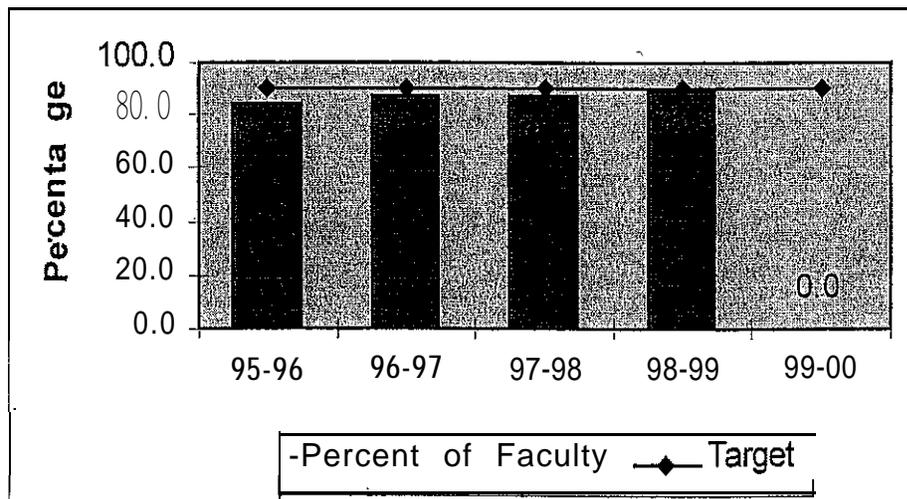
**Figure 19**  
**Number of External Funding Proposals Submitted Per Year**  
**Indicator #19**

University of Iowa



**Figure 17**  
**Percentage of Faculty Having One Scholarly Work Published**  
**During Last Three Years**  
**Indicator #17**

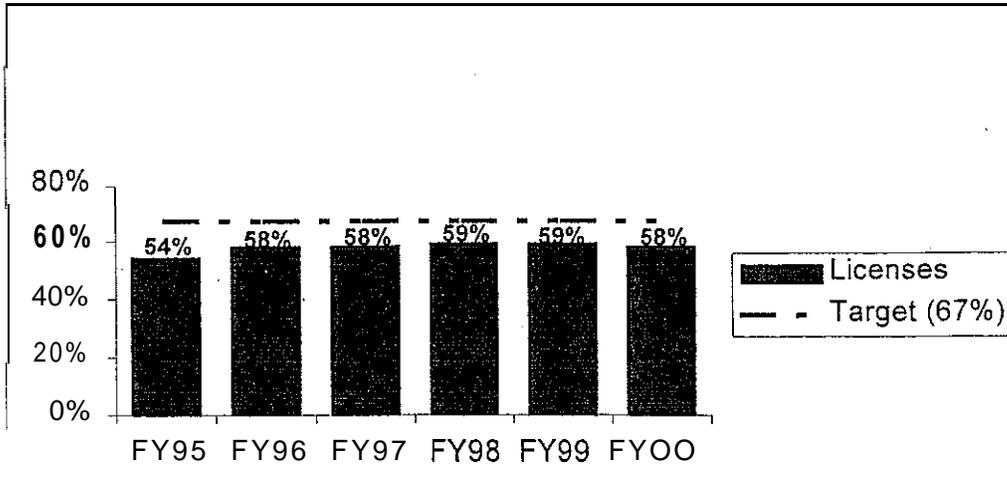
Iowa State University



Data not available for 1999-2000

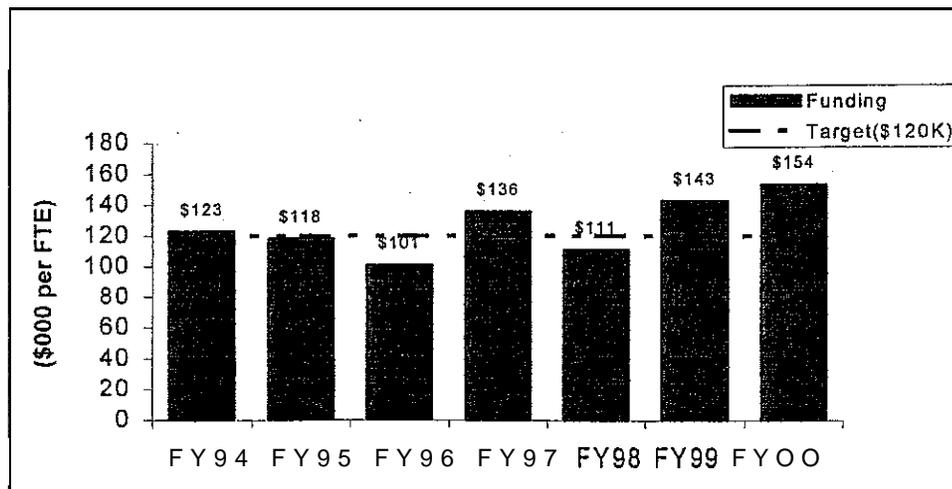
**Figure 20**  
**Percentage of Faculty as Principal or Co-Principal**  
**Investigators for Sponsored Funding Awards**  
**Indicator #20**

Iowa State University



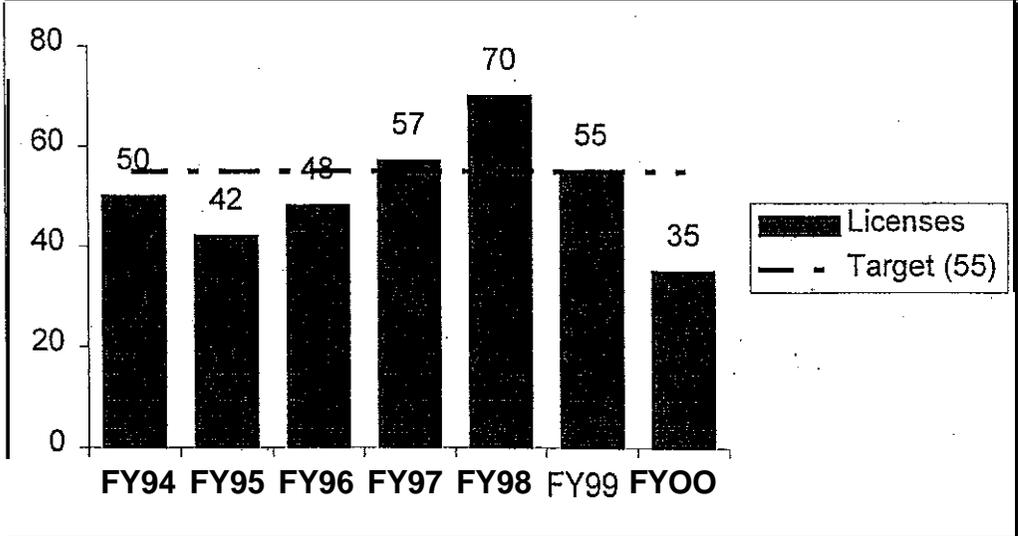
**Figure 21**  
**Sponsored Funding Per Faculty Member**  
**(Per Full-time Equivalent or FTE)**  
**Indicator #21**

Iowa State University



**Figure 23**  
**Number of New Technologies Licensed**  
**Indicator #23**

Iowa State University



**Figure 24**  
**Number of New Licenses Generating Revenues and Total Revenues**  
**Indicator #24**

Iowa State University

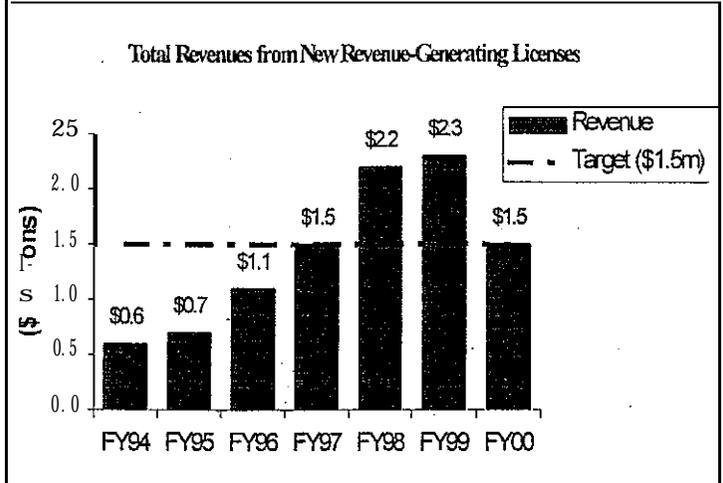
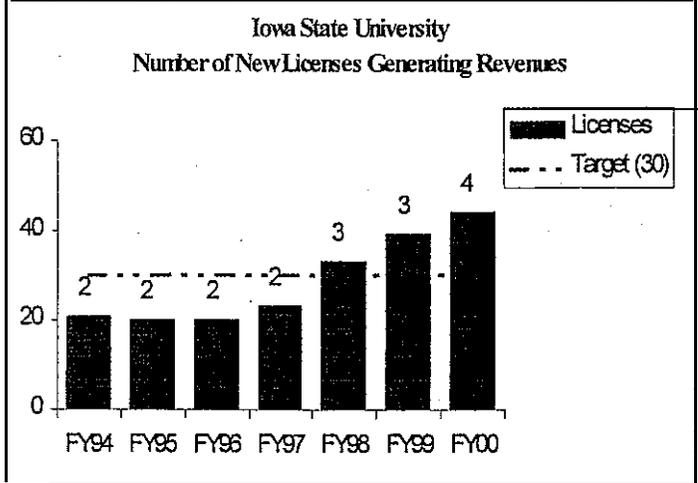
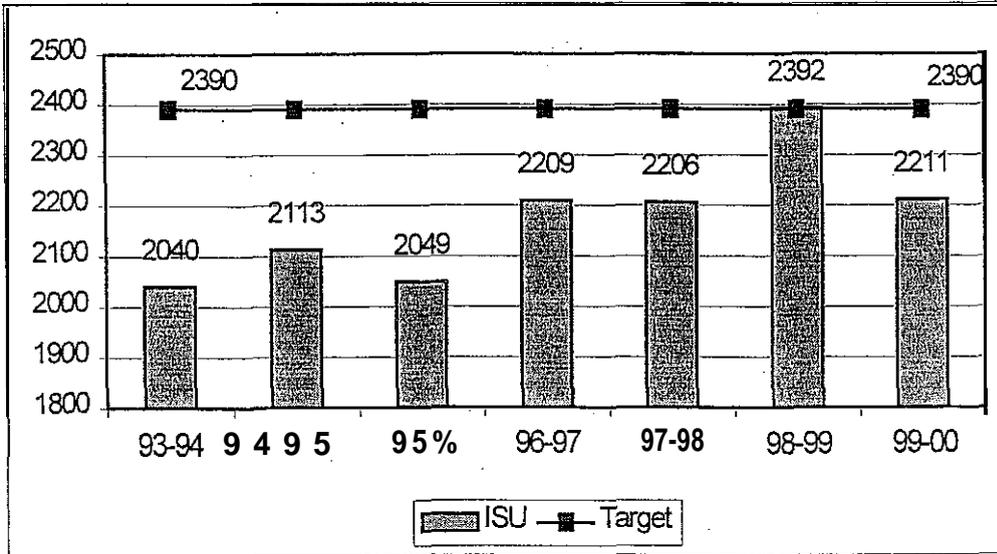


Figure 34  
Number of External Grants and Contracts Awarded  
Indicator #34

Iowa State University



## 8.0 INSTITUTIONAL DIVERSITY

### All Regent Institutions

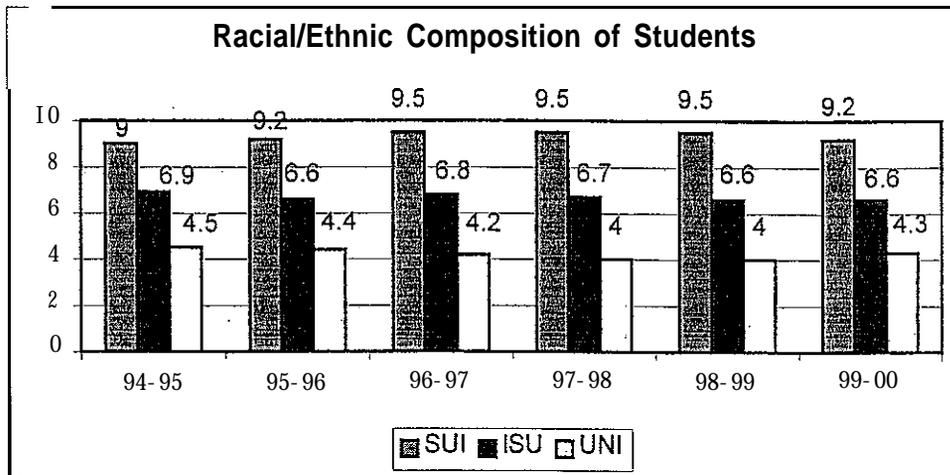
- Racial/Ethnic Composition of Student, Faculty, and Staff Populations in Percentages (#41)

Page 40

Figure 41

**Racial/Ethnic Composition of Student, Faculty, and Staff  
Populations in Percentages  
Common Data Set (Indicator #41)**

**Regent Universities**



**Special Schools**

No chart was prepared for this indicator,

## 9.0 EXPENDITURES, FINANCING, AND FUNDING ,

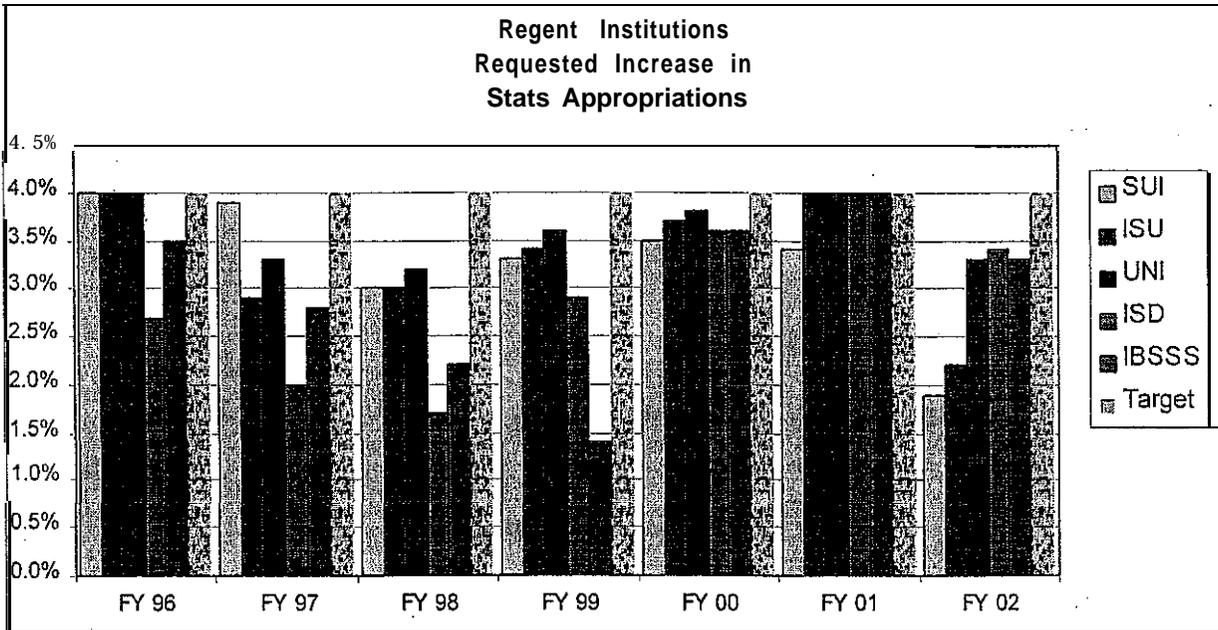
### All Regent Institutions

- . State Appropriations Requested (#31) Page 42
- . Number of Annual Contributors and Dollar Value of Contributions (in millions) (#33) Page 43
- . Amount of Capital improvement Funds Requested and Appropriated (#35) Page 45
- . Deferred Maintenance (#36) Page 47
- . Percentage of Resources Reallocated Annually (#37) Page 49

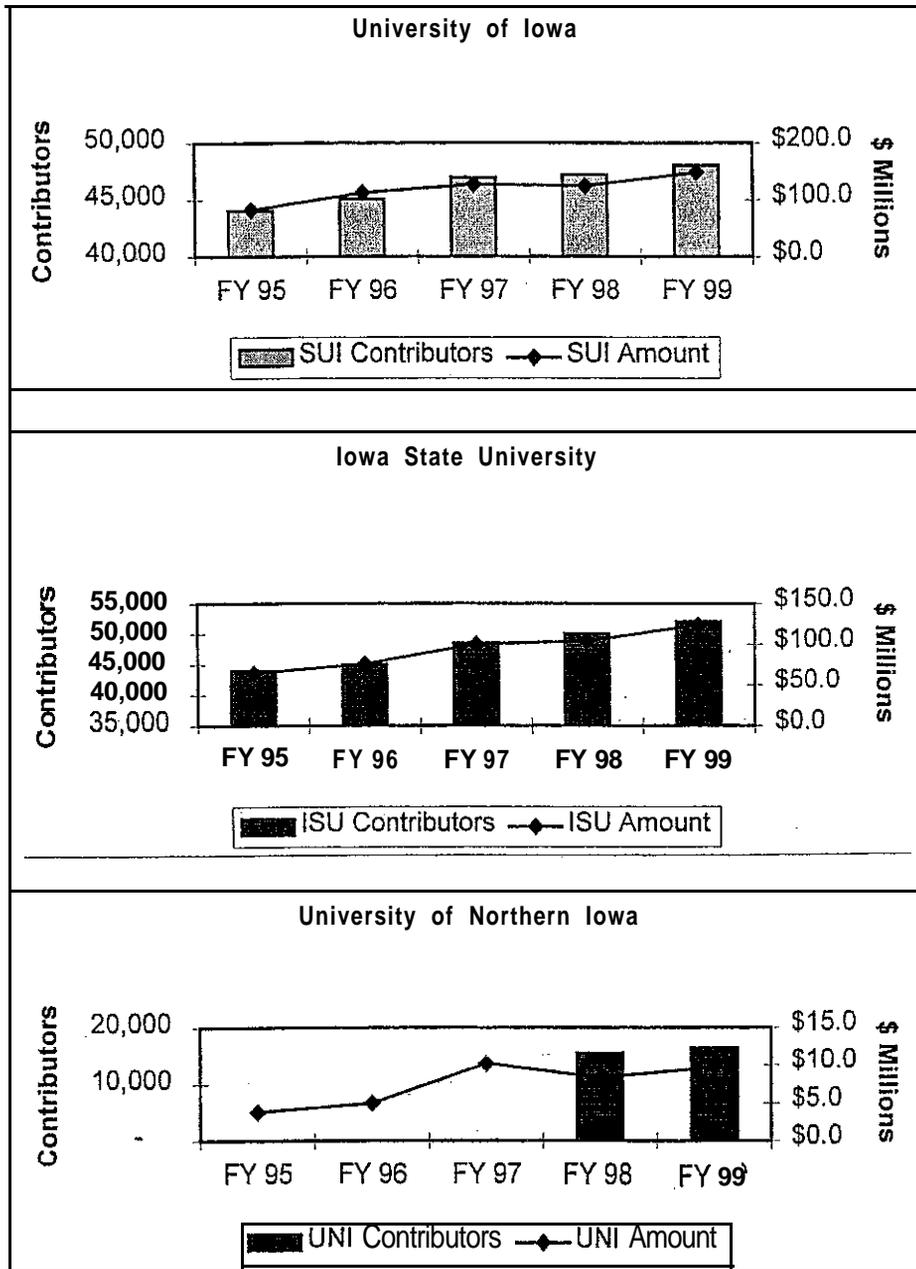
### Regent Universities

- . Growth in Undergraduate Tuition and Fees (HEPI) (#32) Page 50
- . Number and Dollars in Millions of Financial Aid Received By Resident Undergraduates and % of Need Met (#39) Page 51
- . Unit Cost Per Student. (#43) Page 52

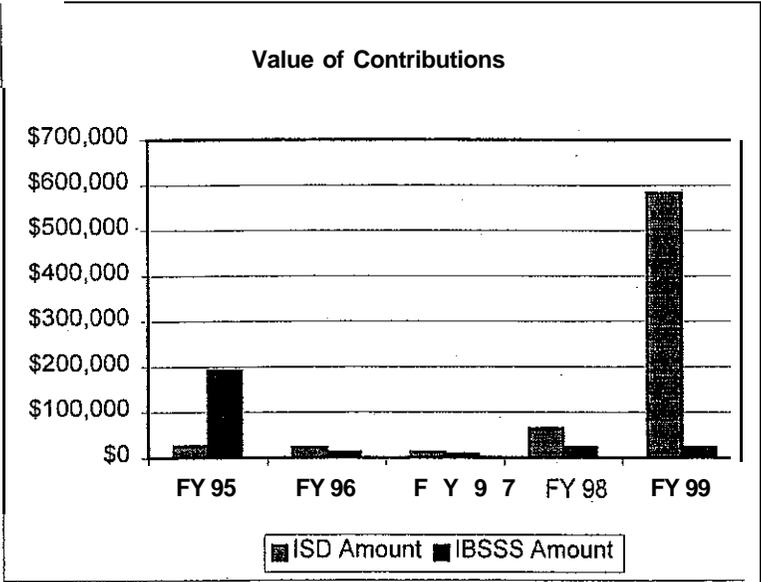
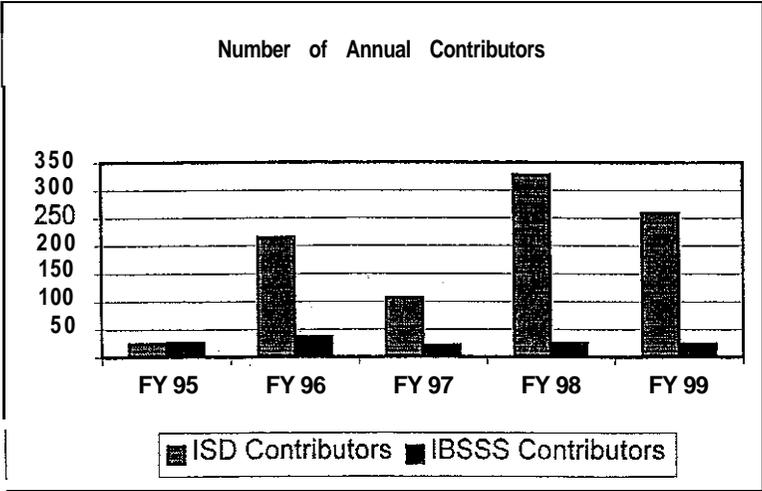
Figure 31  
State Appropriations Requested (for Operations)  
Common Data Set (Indicator #31)



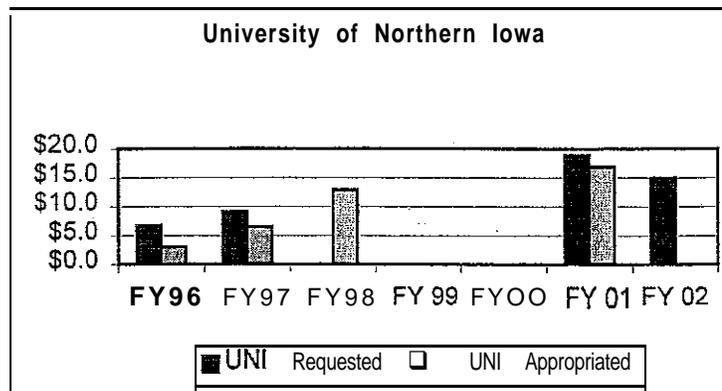
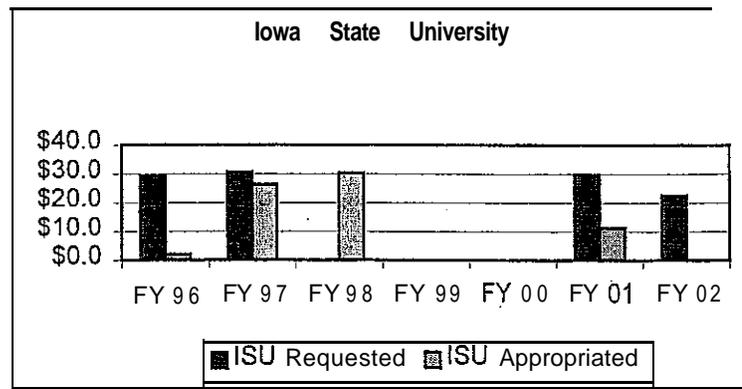
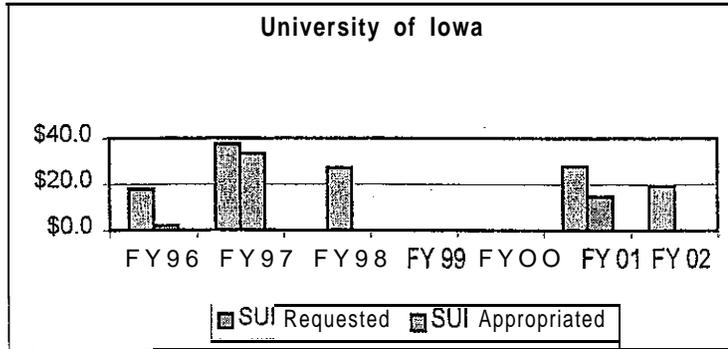
**Figure 33 - Universities**  
**Number of Annual Contributors and Dollar Value of Contributions**  
**Common Data Set (Indicator #33)**



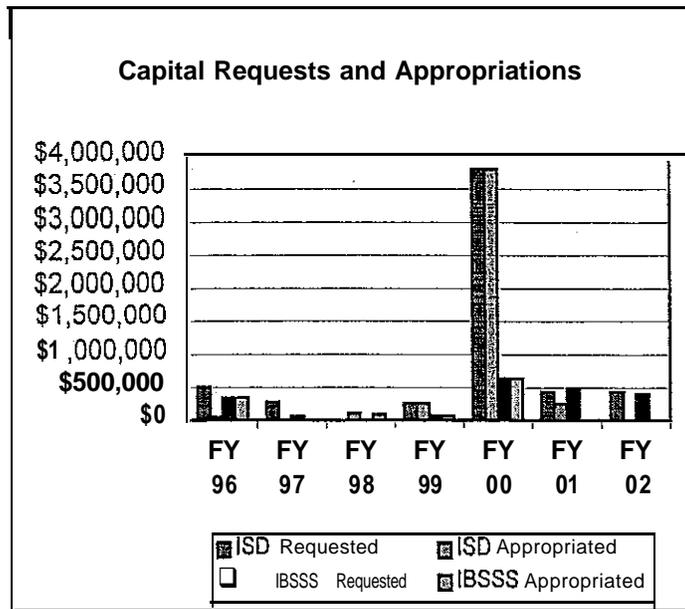
**Figure 33 -Special Schools**  
**Number of Annual Contributors and Dollar Value of Contributions**  
**Common Data Set (Indicator #33)**



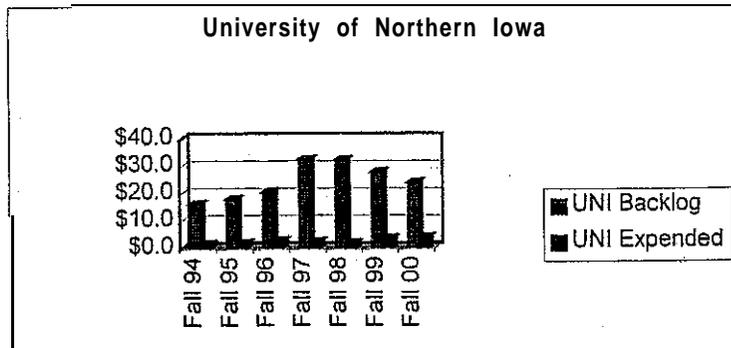
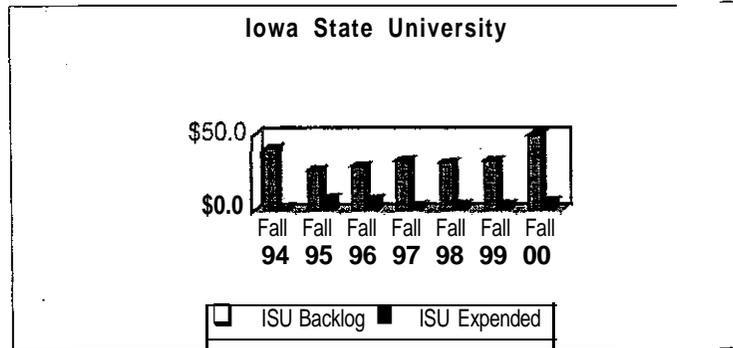
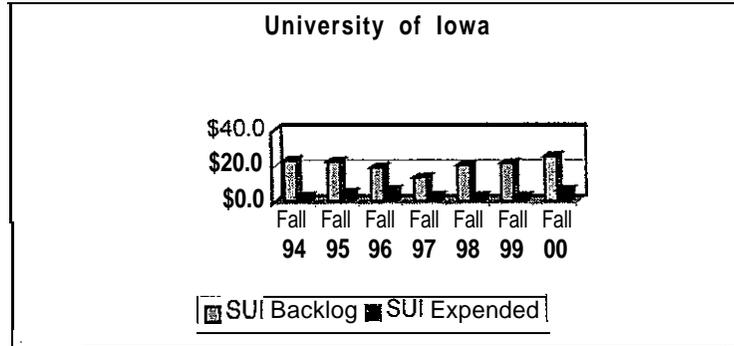
**Figure 35 - Universities**  
**Amount of Capital Improvement Funds Requested and Appropriated**  
**Common Data Set (Indicator #35)**



**Figure 35 - Special Schools**  
**Amount of Capital Improvement Funds Requested and Appropriated**  
**Common Data Set (Indicator #35)**



**Figure 36 - Universities**  
**Deferred Maintenance Backlog and Expenditures**  
**Common Data Set (Indicator #36)**



**Figure 36 - Special Schools  
Deferred Maintenance Backlog and Expenditures  
Common Data Set (Indicator #36)**

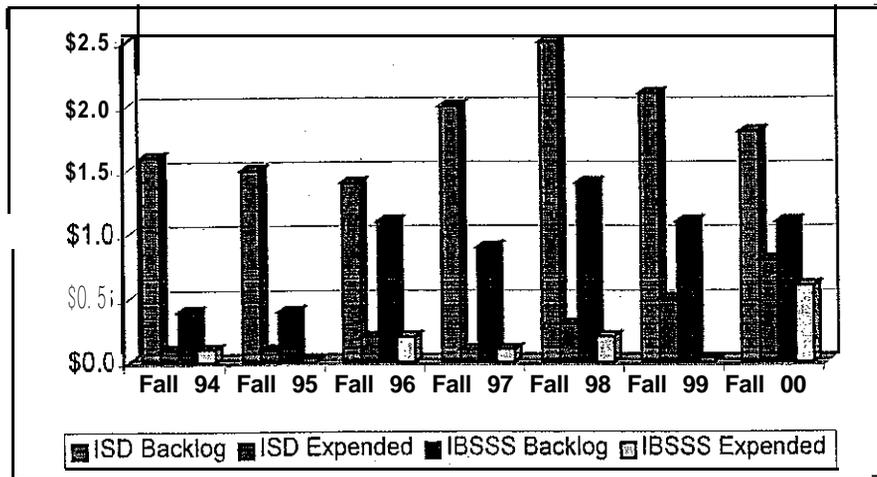


Figure 37  
 Percentage of Resources Reallocated Annually  
 Common Data Set (Indicator #37)

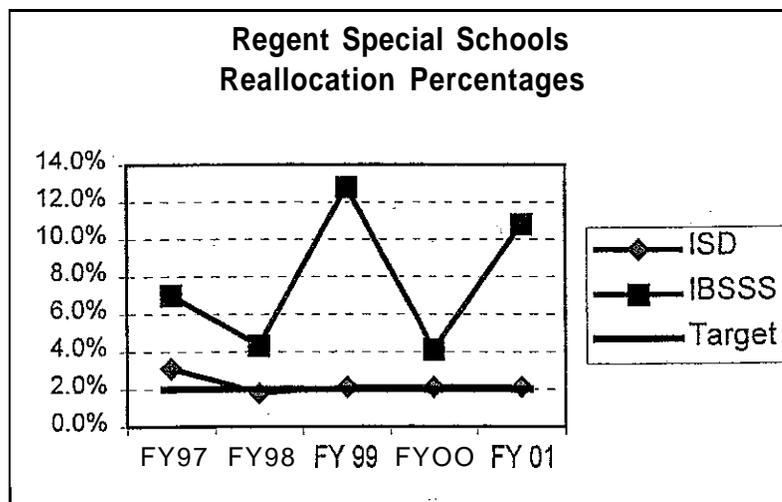
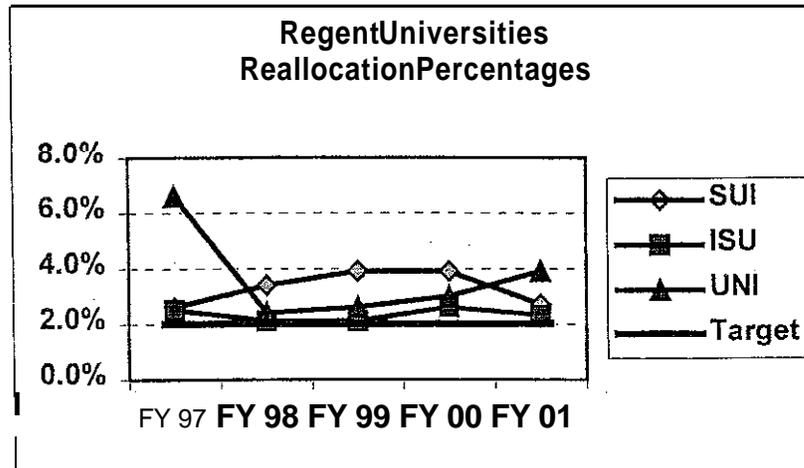
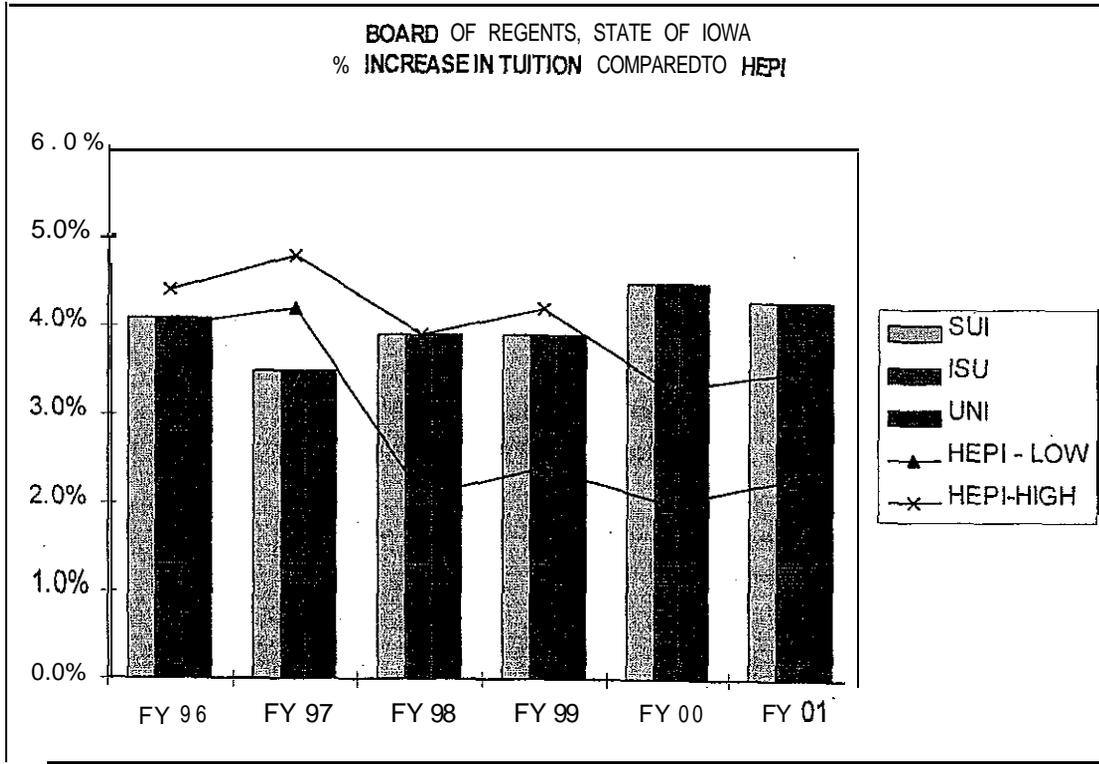


Figure 32  
Growth in Undergraduate Tuition and Fees (HEPI)  
Common Data Set (Indicator #32)

Regent Universities



**Figure 39**  
**Number and Dollars in Millions of Financial Aid Received**  
**By Resident Undergraduates and Percentage of Need Met**  
**Common Data Set (Indicator #39)**

**Regent Universities**

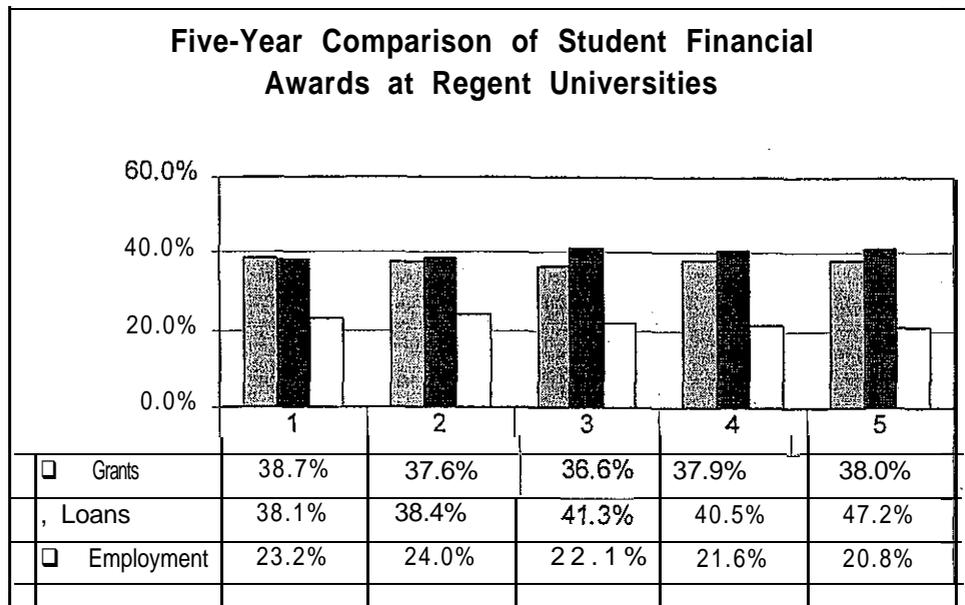
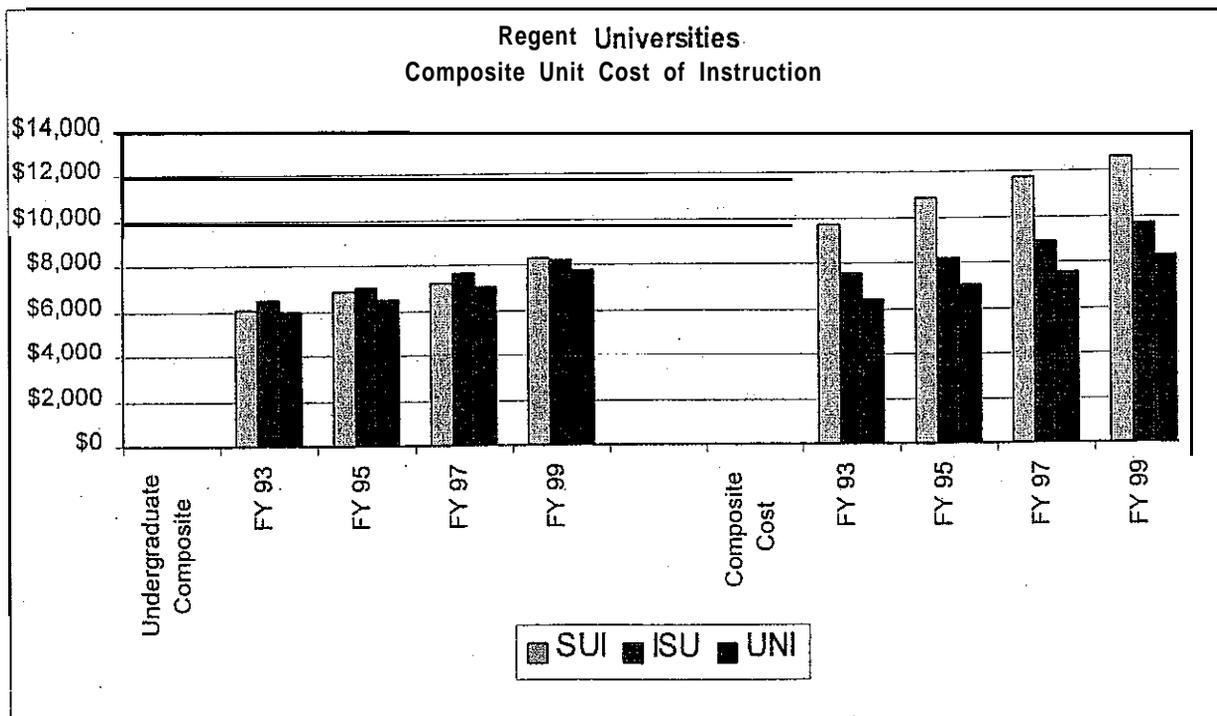
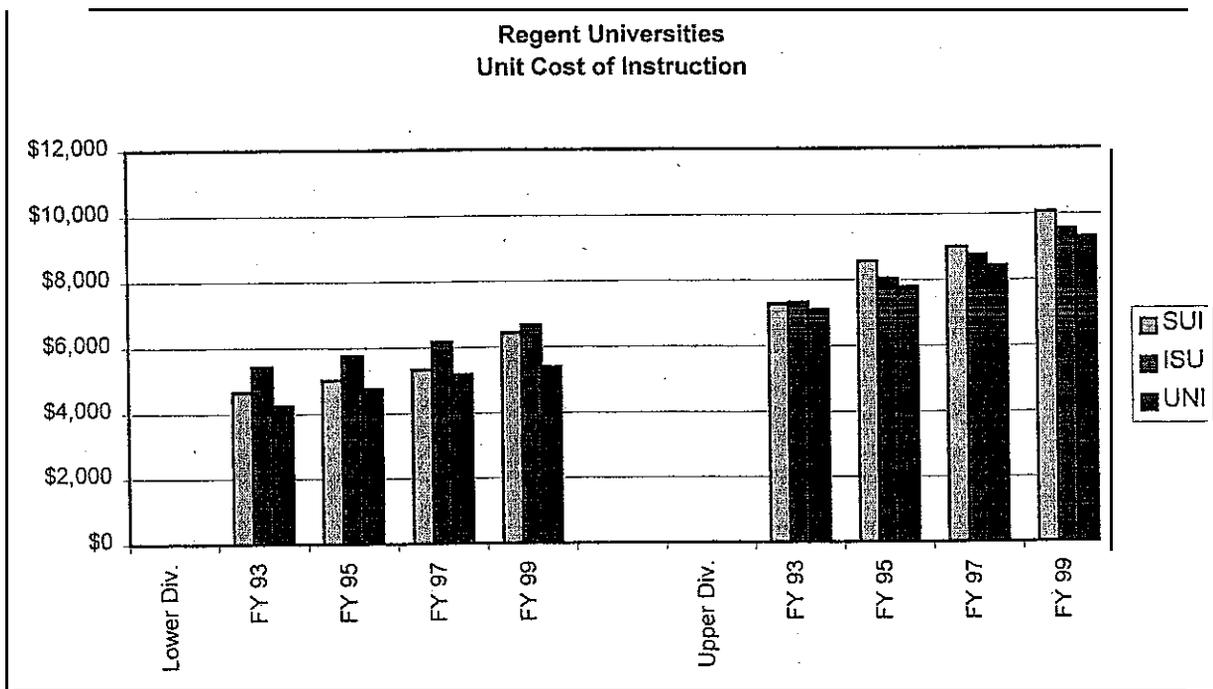


Figure 43  
 Unit Cost Per Student  
 Common Data Set (Indicator #43)



**MEMORANDUM**

To: Board of Regents  
From: Board Office  
Subject: Annual Governance Report on Student Financial Aid  
Date: September 5, 2000

**Recommended Action:**

Receive the report.

**Executive Summary:**

Ability to pay for college has consistently ranked as one of the most significant considerations for entering freshmen when making college attendance decisions. In today's environment, students who choose to attend a Regent university can benefit both from reasonably priced tuition and from a financial aid package which combines scholarships/grants, student employment, and loans for those who have demonstrated financial need.

The purpose of this annual governance report is to inform the Board about sources and levels of financial assistance that are available to students who choose to attend the Regent universities. This information can be used as a productivity measure and for policy development by the Board.

The relative percentages of total financial aid resources made available through the Regent universities for 1999-2000 are as follows:

- ✓ Grants/scholarships - 23.5%;
- ✓ Loans - 50.3%;
- ✓ Employment - 26.2%

During the 1999-2000 academic year, there were 153,822 student financial aid awards (all categories) at Regent universities, totaling \$471,690,425. This sum represented a 4.8% increase in funds and a 0.3% decrease in the number of awards from the previous year. The average award per student has increased from \$2,917 to \$3,066 (+5.1%).

During 1999-2000, the categorical breakdown of student financial aid provided by the Regent universities is as follows:

➤ Grants

- ✓ 58,390 individual grants were awarded, totaling \$110,752,212. This was an increase of more than \$4.9 million in funds (+4.7%) and a decrease of 56 awards (-0.1%) from the prior year. The average grant award was \$1,897, which increased by \$86 (+4.7%) from the previous year.

➤ Loans

- ✓ 63,380 individual loans were awarded, totaling \$237,278,707. This was an increase of 838 awards (+1.3%) and an increase of more than \$13.4 million (+6.0%) in funds from the previous year. The average loan award increased by \$164 from \$3,580 to \$3,744 (+4.6%) from the previous year.

➤ Employment

- ✓ 32,052 students received employment, totaling \$123,659,506. This was an increase of more than \$3.2 million (+2.7%) in funds and a decrease of 1,255 (-3.8%) in the number of student employment awards from the prior year. The average award increased by \$243 from \$3,615 to \$3,858 (+6.7%) from the prior year.

A five-year comparison of financial aid categorized by grants, loans, and employment at Regent institutions is included in Table 1 on pages 50-57.

New features of this years report include detailed information about student indebtedness and the financial aid awards made to residents of Iowa.. Also, the IMAGES and College Bound Program report, previously made to the Board annually in December, is included as a-part of this report.

Indebtedness

For those students who incurred debt through Regent universities from all sources, the average indebtedness for graduating seniors in 1999-2000 was \$19,650. For those students who incurred debt through Regent universities from need-based loans, the average indebtedness for graduating seniors in 1999-2000 was \$11,586. It is important to note, however, that approximately 35% of the seniors at SUI, 32% at ISU, and 35% at UNI graduated without having incurred debt through the university.

### Financial Aid for Iowa Residents

Table 2U (page 60) identifies the financial aid awarded to undergraduates who are Iowa residents. In 1999-2000, 88,754 financial aid awards were made to undergraduates who are Iowa residents; this represents 82.3% of the total awards to undergraduates, which compares favorably with the Fall 1999 enrollment where 78.9% of the undergraduates were Iowa residents. During 1999-2000, \$226,821,772 was awarded to undergraduates who were Iowa residents; this represents 79.0% of all awards to undergraduates.

Table 2G (page 61) identifies the financial aid awarded to graduate students who are Iowa residents. During 1999-2000, at least \$68,602,363 was awarded to graduate students who were Iowa residents; this represents 52.3% of all awards to graduate students. This compares quite favorably with the fact that 50.8% of all graduate students who are receiving aid are residents of Iowa.

### IMAGES/College Bound Programs

In 1989, enabling legislation was approved to establish the College Bound and Iowa Minority Academic Grants for Economic Success (IMAGES) programs for the Regent universities.

IMAGES awards are made to racial/ethnic minority students who attend one of the Regent universities and who have demonstrated financial need. Students may receive grants of up to \$3,500 for a maximum of eight semesters. The Regent universities allocated a total of \$1,818,326 to the IMAGES programs for the 2000-2001 academic year: SUI, \$806,126; ISU, \$680,000; and UNI, \$332,200. This represents an increase of \$96,081 (+5.6%) from the prior year. This year, 734 students have received IMAGES awards.

College Bound programs are developed and provided by the Regent universities to racial/ethnic minority elementary and secondary school students throughout Iowa. The purpose of the programs is to assist students in their preparation for college. Attendance at a College Bound activity results in receiving a voucher which gives a student priority for an IMAGES grant after enrolling in a Regent university. In 1999-2000, the Regent universities allocated a total of \$2,86,727 to the College Bound programs: SUI, \$110,000; ISU, \$96,727; and UNI, \$80,000. This represents an increase of \$4,661 (+1.7%) from the prior year. More than 4,000 racial/ethnic minority students participated in College Bound activities in 1999-2000 and were eligible to receive vouchers.

Every six years, Congress reauthorizes the Higher Education Act of 1965, the law that establishes the Student Financial Assistance (SFA) programs. The Act was most recently re-authorized in 1998 with the following major changes:

- ✓ Significant annual increases for the maximum Federal Pell Grant
- ✓ Reduced interest, rates for the Federal Family Education Loan Program
- ✓ Increased allocation by institutions for community service activities
- ✓ Ineligibility for Title IV, HEA program funds by students who have been convicted under federal or state law of possession or sale of a controlled substance.

The Regent universities have identified a number of concerns regarding the availability of student financial aid: federal aid has not kept pace with rising tuition and fees; relative lack of available state funding for student financial aid programs; and, heavier student reliance on borrowing, due to limitations in federal and state aid.

This report addresses the following Key Result Areas and Objectives which are included in the Board's Strategic Plan:

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.1 .O.O Annually assess educational: opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity, and ensure equal educational and employment opportunities.

Objective 3.1 .O.O Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

KRA4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Given the length and complexity of this report, the following table of contents has been developed for reference to specific topics.

<u>Topic</u>	<u>Page</u>
<b>Part I • Student Financial Aid</b>	
Sources of Funds	6
Five-Year Comparison of Student Financial Aid Awards	8-9
Five-Year Comparison of Student Financial Aid	10-11
1999-2000 Financial Aid Awards and Changes from 1998-1999	12
Accessibility	12-18
Grants/Scholarships	18-19
Loans	19
Indebtedness	20-22
Employment	22-24
Federal Legislation	24-25
Student Financial Aid Concerns and Initiatives	25-27
<b>Part II • IMAGES/College Bound</b>	
IMAGES	29-31
College Bound Programs	32-44
<b>Appendices</b>	
Glossary	<b>46-48</b>
Federal Student Financial Assistance Comparison by Year	49
Table 1 • Financial Aid by Categories	50-57
Grants/Scholarships	<b>50-53</b>
Loans	<b>54-55</b>
Employment	56
Summary	57
Graph of Total Financial Aid at Regent Universities	58
Graph of Total Financial Aid Awards at Regent Universities	59
Table 2U • Financial Aid by Residence (Undergraduates)	60
Table 3G • Financial Aid by Residence (Graduates)	61
Table 3 • Financial Aid by Source	62

## PART I • STUDENT FINANCIAL AID

### Background:

#### Sources of Funds

There are four sources of revenue which Regent universities use for their financial aid portfolios: (1) institutionally controlled federal programs; (2) non-institutionally controlled federal programs; (3) institutional programs; and (4) state programs. Table 3 on page 62 includes a six-year comparison of financial aid programs by source of aid at Regent institutions.

- Institutionally controlled federal programs are given to the institution for distribution according to guidelines established by the federal government. The amount of financial aid available to students in these programs decreased by \$388,998 (-2.2%) from \$17,326,180 to \$16,937,182 from the prior year.
- Non-institutionally controlled federal programs include programs, such as the loan programs and Pell Grants, in which the federal government determines a student's eligibility and the award is made through the government. The amount of financial aid available to students in these programs increased by \$11,492,701 (+5.2%) from \$220,160,287 to \$231,652,988 from the prior year.
- The amount of financial aid available to students in institutional programs, such as scholarships and long-term loans, increased by \$16,262,100 (+8.1%) from \$200,831,798 to \$217,093,898 from the prior year.
- The amount of financial aid available to students in state programs, such as Iowa Work-Study, increased by \$364,065 (+6.5%) from \$5,642,292 to \$6,006,357 from the prior year.

The relative composition of the sources described above for each institution's portfolio is included in the following table:

**Comparison of Sources of Funds in 1999-2000**

	<b>Federal</b>	<b>State</b>	<b>Institutional/Private</b>
<b>GRANTS</b>			
<i>SUI</i>	28.3%	2.8%	68.9%
<i>ISU</i>	38.4%	2.8%	58.8%
<i>UNI</i>	38.9%	5.5%	55.6%
<b>REGENTS TOTAL</b>	34.2%	3.2%	62.6%
<b>LOANS</b>			
<i>SUI</i>	94.1%	0.0%	5.9%
<i>ISU</i>	74.9%	0.0%	25.1%
<i>UNI</i>	94.6%	0.0%	5.4%
<b>REGENTS TOTAL</b>	86.6%	0.0%	13.4%
<b>EMPLOYMENT</b>			
<i>SUI</i>	3.5%	2.0%	94.5%
<i>ISU</i>	4.5%	1.5%	94.0%
<i>UNI</i>	8.8%	3.7%	87.5%
<b>REGENTS TOTAL</b>	4.3%	2.0%	93.7%

**Students Served**

During the 1999-2000 academic year, at least seven out of 10 students received some type of financial aid at Regent universities as described in the following table.

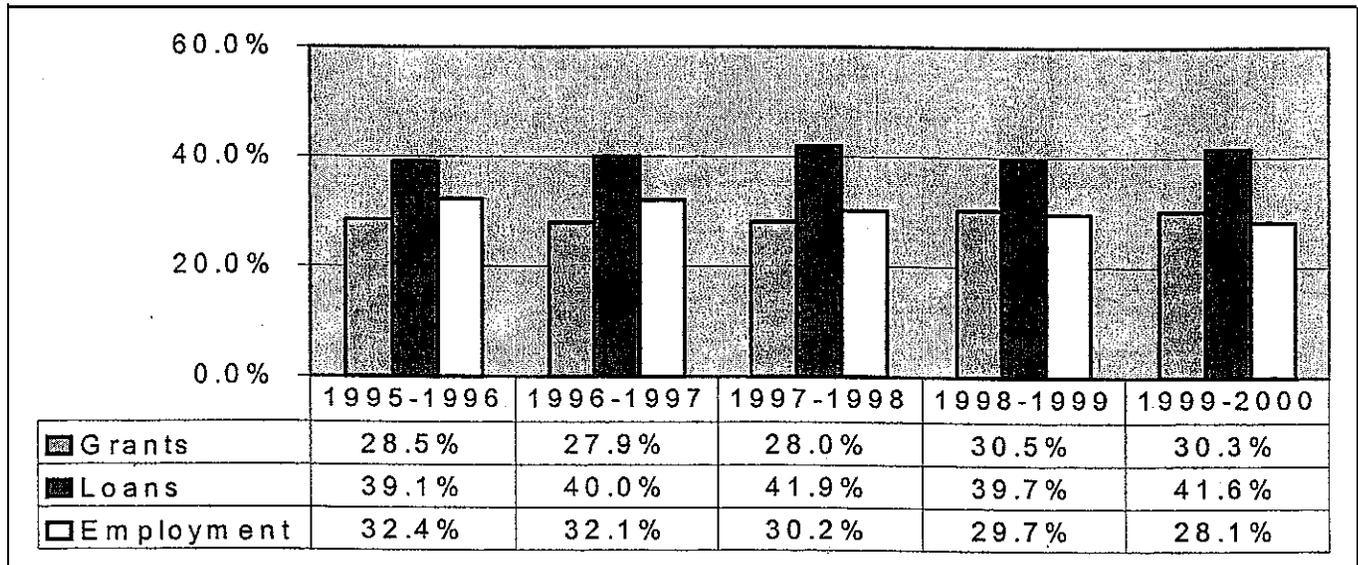
**Percentage of All Undergraduate Students Receiving Financial Aid at Regent All Universities between 1994-95 and 1999-2000<sup>1</sup>**

	<b>1994-1995</b>	<b>1995-1996</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>
<b>SUI</b>	89.0%	88.5%	90.0%	90.0%	91.0%	83.0%
<b>ISU</b>	73.0%	74.6%	75.4%	76.8%	78.7%	77.2%
<b>UNI</b>	70.5%	73.2%	73.4%	71.7%	73.4%	76.0%

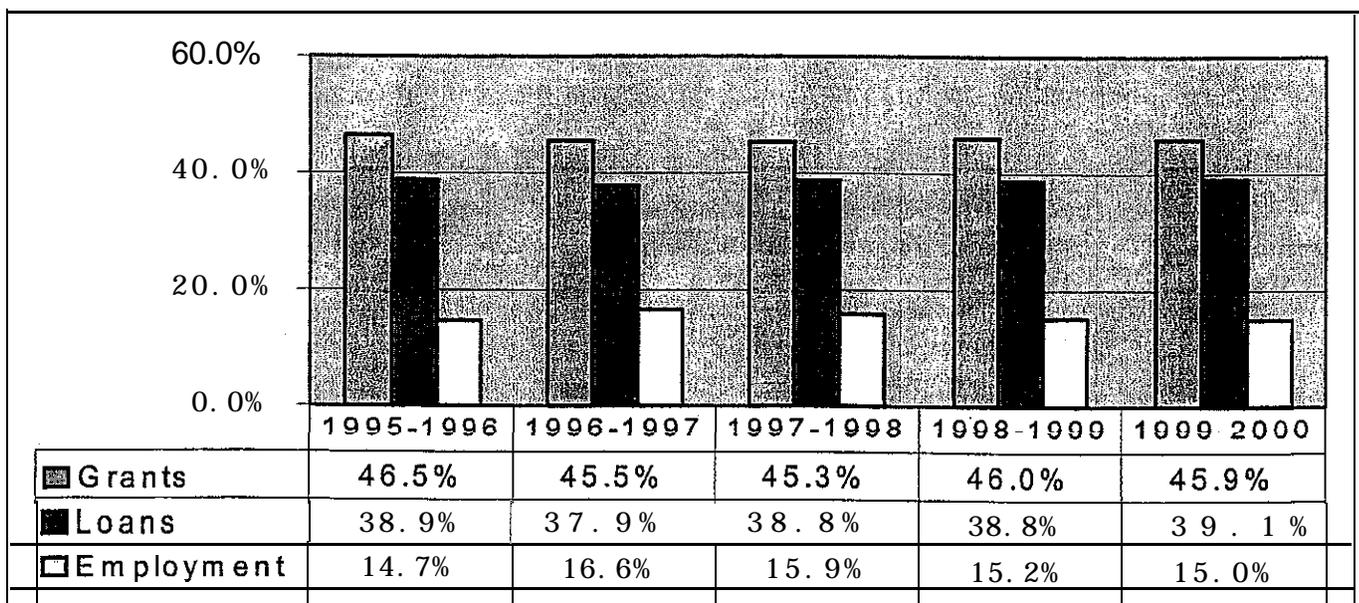
<sup>1</sup> This includes all students who received a grant, loan, or employment award at the University.

The next two pages set forth tables showing five-year comparisons of the per cent of student financial awards provided at each university by category (grants, loans, employment).

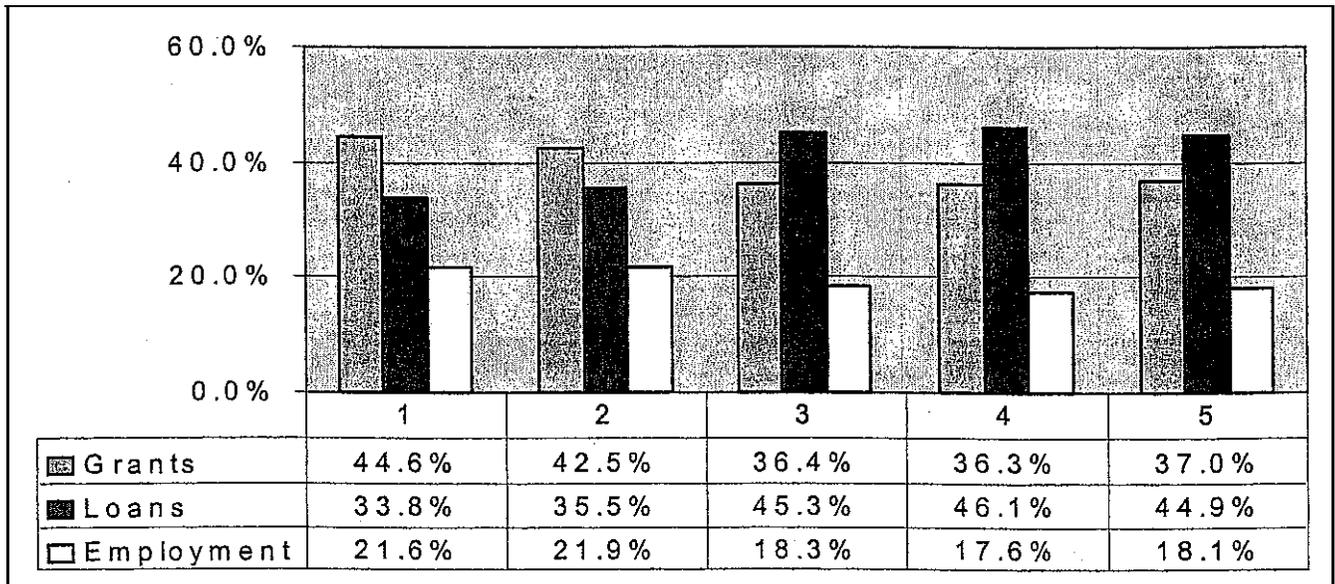
**Five-Year Comparison of Student Financial Aid Awards  
at the University of Iowa**



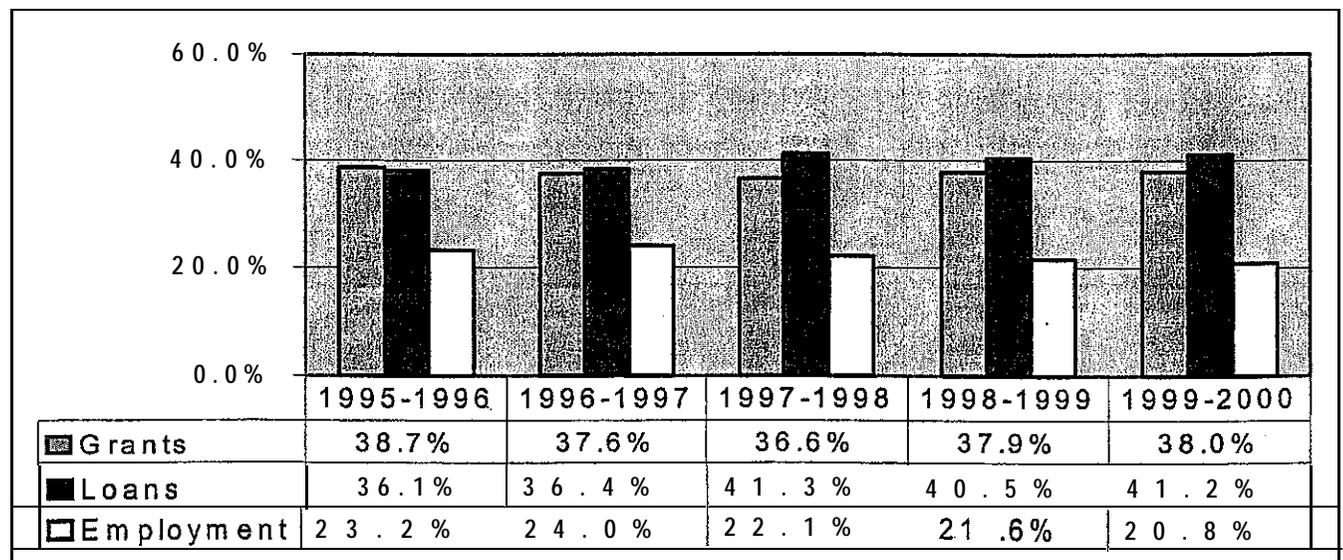
**Five-Year Comparison of Student Financial Aid Awards  
at Iowa State University**



**Five-Year Comparison of Student Financial Awards  
at the University of Northern Iowa**

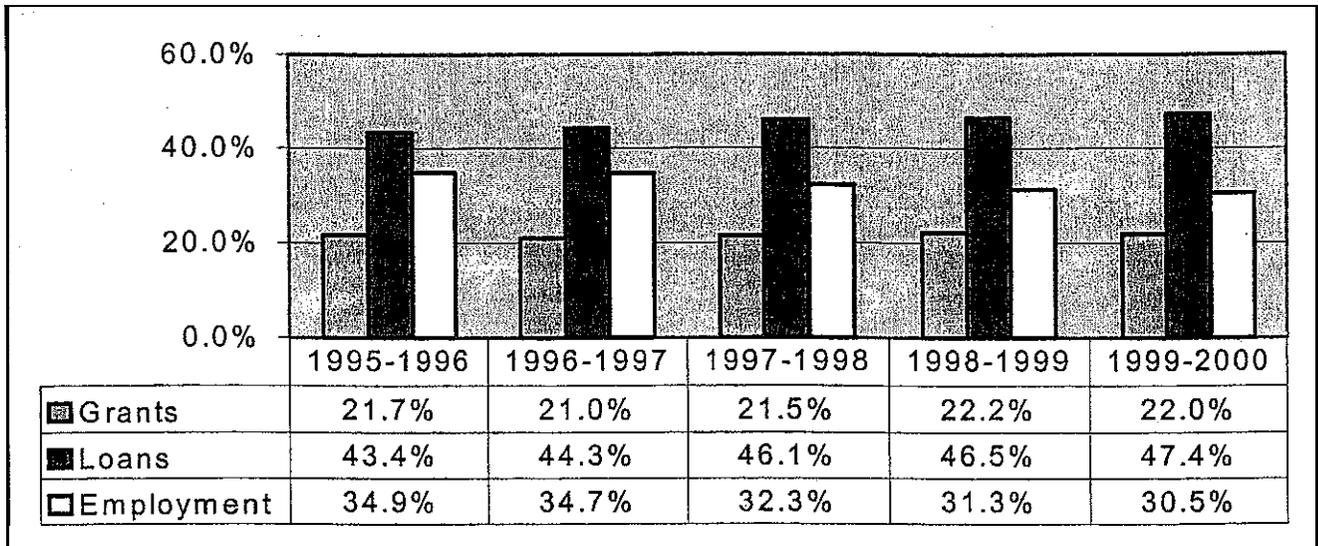


**Five-Year Comparison of Student Financial Aid Awards  
at Regent Universities**

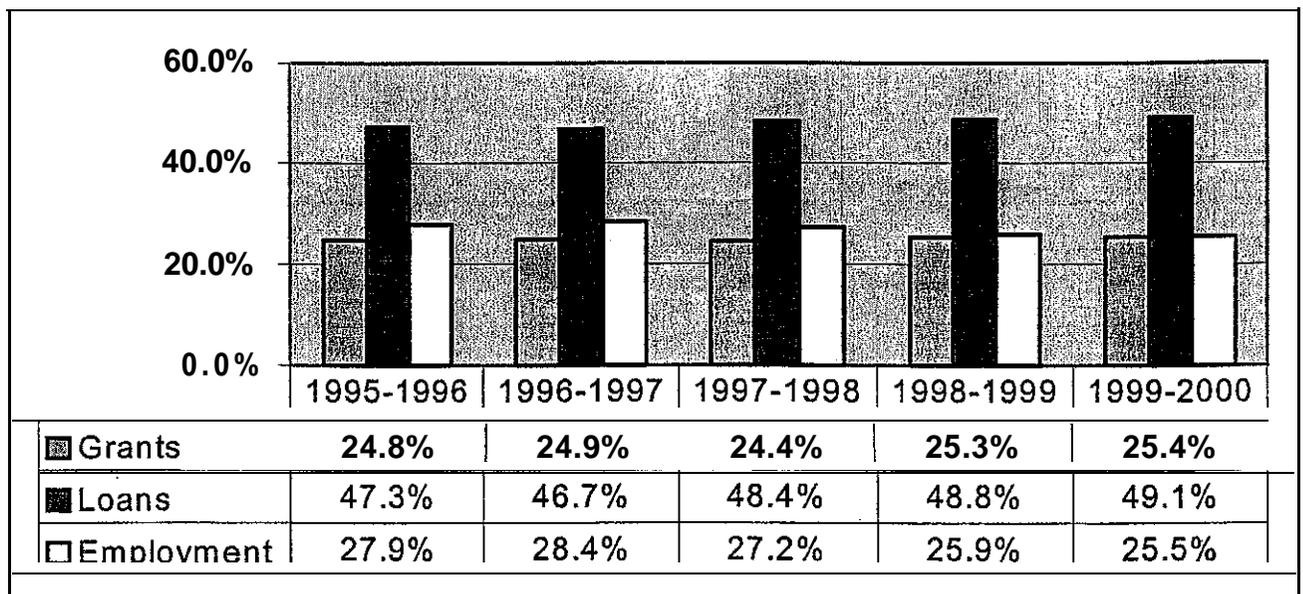


The next two pages set forth tables showing five-year comparisons of the per cent of student financial aid awards at each university by category (grants, loans, employment).

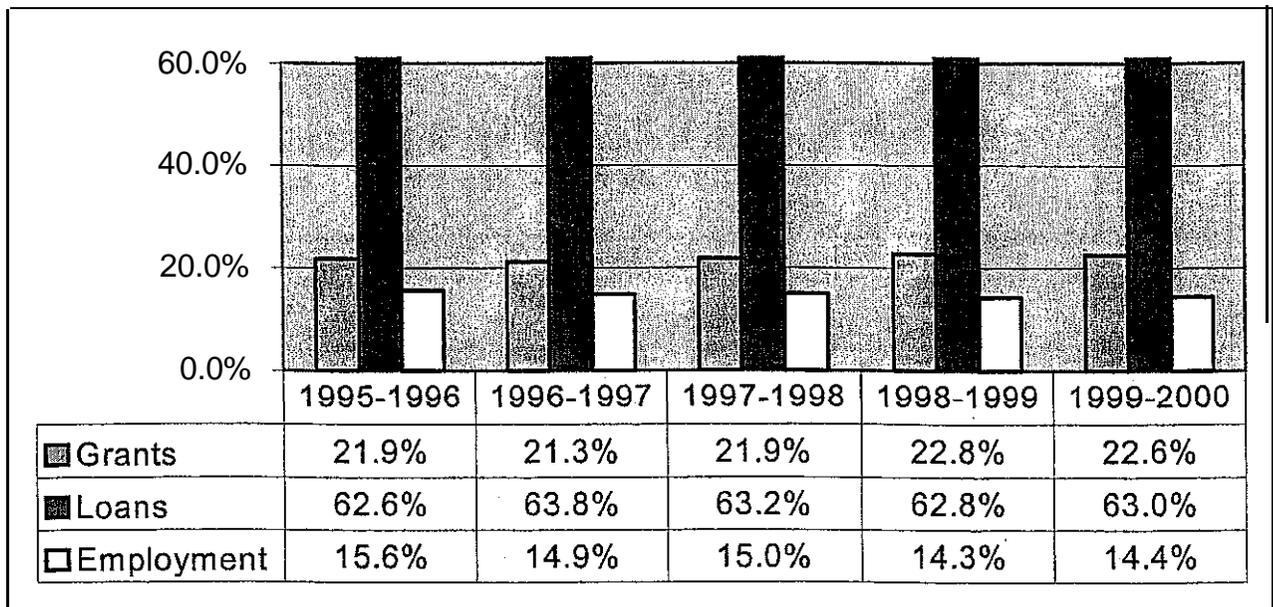
**Five-Year Comparison of Student Financial Aid  
at the University of Iowa**



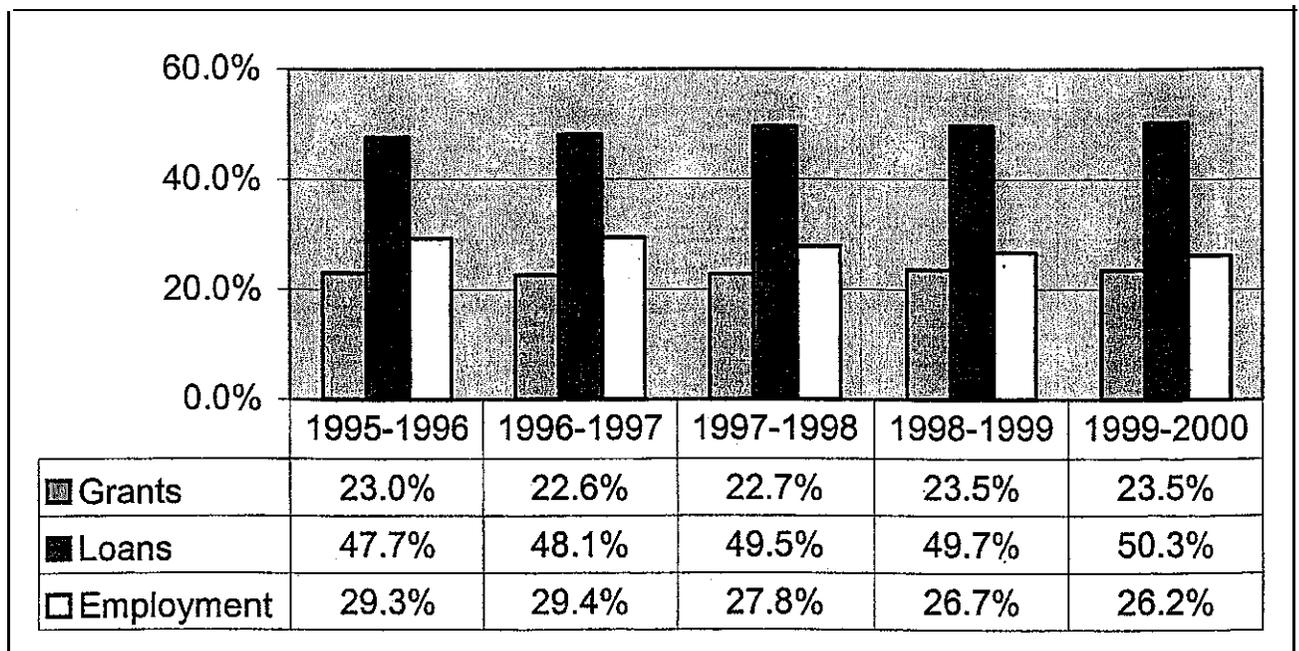
**Five-Year Comparison of Student Financial Aid  
at Iowa State**



**Five-Year Comparison of Student Financial Aid  
at the University of Northern Iowa**



**Five-Year Comparison of Student Financial Aid  
at Regent Universities**



The number of students receiving some type of financial aid has grown during the past few years because of the increased availability of non-need based loan programs to students and their families. Each of the Regent universities experienced an increase in the amount of financial aid distributed. ISU and UNI also experienced an increase in the number of students served during 1999-2000.

**1999-2000 Financial Aid Awards by Regent University  
and Changes from 1998-1999**

	<b># of Awards</b>	<b>% Change</b>	<b>Total Awards</b>	<b>% Change</b>
<b>SUI</b>				
Grants	18,852	-2.4%	\$47,055,740	+4.3%
Loans	25,877	+2.9%	\$101,276,011	+6.9%
Employment	17,444	-7.2%	\$65,153,903	+2.2%
<b>TOTAL</b>	<b>62,173</b>	<b>-1.7%</b>	<b>\$213,485,654</b>	<b>+4.8%</b>
<b>ISU</b>				
Grants	28,995	+0.5%	\$48,655,096	+5.1%
Loans	24,689	+1.5%	\$93,994,924	+5.0%
Employment	9,451	-0.8%	\$48,911,945	+2.8%
<b>TOTAL</b>	<b>63,135</b>	<b>+0.7%</b>	<b>\$191,561,965</b>	<b>+4.5%</b>
<b>UNI</b>				
Grants	10,543	+2.5%	\$15,041,376	+4.6%
Loans	12,814	-2.0%	\$42,007,772	+6.0%
Employment	5,157	+3.5%	\$9,593,658	+6.1%
<b>TOTAL</b>	<b>28,514</b>	<b>+0.6%</b>	<b>\$66,642,806</b>	<b>+5.7%</b>
<b>REGENTS</b>				
Grants	58,390	-0.1%	\$110,752,212	+4.7%
Loans	63,380	+1.3%	\$237,278,707	+6.0%
Employment	32,052	-3.8%	\$123,659,506	+2.7%
<b>TOTAL</b>	<b>153,822</b>	<b>-0.3%</b>	<b>\$471,690,425</b>	<b>+4.8%</b>

**Accessibility at Regent Universities**

Accessibility, especially for minorities and non-traditional students, continues to be an institutional concern for Regent universities seeking to provide a diverse educational setting. Consequently, financial aid opportunities have been designed to reflect institutional objectives.

## University of Iowa

During 1999-2000, 3,042 undergraduate, graduate, and professional students received \$7,774,948 in need-based grant/scholarship aid and 836 students received \$2,659,342 in merit-based scholarships through some of the major financial aid programs administered by the Student Financial Aid Office at the University. This represents an increase of 90 students (+3.0%) receiving need-based grants and an increase of 101 students (+13.7%) receiving merit-based scholarships. There was also an increase of \$297,784 (+4.0%) in need-based grant aid and an increase of \$803,477 (+43.3%) in merit-based scholarship aid.

The following are need-based institutional aid awards provided by the University of Iowa during 1999-2000:

- Freshman Scholarship to 504 students for \$1,274,620
- Transfer Scholarship to 153 students for \$380,944
- 9 Iowa Community College Transfer Scholarship to 74 students for \$187,053
- Upperclass Scholarship to 1,626 students for \$3,964,809
- College of Pharmacy Tuition Scholarship to 108 students for \$438,822
- Dental Scholarship to 141 students for \$711,186
- Law Scholarship to 91 students for \$551,852
- Medical Scholarship to 318 students for \$254,069~
- Cross Cultural Scholarship to 27 students for \$11,593

The following are merit-based institutional aid awards provided by the University of Iowa during 1999-2000:

- Presidential Scholarship to 184 students for \$1,026,500
- Opportunity at Iowa Scholarship to 166 students for \$790,075
- Dean's Scholarship to 197 students for \$187,500
- National Merit/Provost Scholarship to 111 students for \$290,625
- University of Iowa Enrichment Scholarship to 25 students for \$72,000
- Music Scholarship to 86 students for \$160,642
- Public Speaking Scholarship to 11 students for \$20,000
- Undergraduate Scholar Assistantship Program to 56 students for \$112,000.

The following student aid programs which target minority students and underrepresented populations in specific professions awarded \$6,208,761 to 1,038 undergraduate, graduate, and professional students. This represents an increase of 30 students (+3.0%) and an increase of \$928,042 (+17.6%) from the prior year.

- Undergraduate Education Opportunity Program (EOP) grants were awarded to 200 undergraduate minority students in the amount of \$1,337,076. The average award was \$6,685.
- A total of \$767,168 was awarded to 168 undergraduate students through the Opportunity at Iowa Scholarship Program. The average award was \$4,566.
- A total of \$700,000 was awarded to 300 undergraduate students through the Iowa Minority Academic Grant for Economic Success (IMAGES) Program. The average award was \$2,333.
- Graduate Opportunity Fellowship Program grants were awarded to 116 graduate students in the amount of \$836,265. The average award was \$7,209.
- Seventy-four graduate students received \$291,418 through the Graduate Educational Opportunity Program. The average award was \$3,938.
- Sixty-four medical students received \$1,164,356 through the Medical Education Opportunity Program. The average award was \$18,193.
- Thirty-two dental students received \$490,658 through the Dental Minority Grant Program. The average award was \$15,333.
- Seventy-eight law students received \$561,725 through the Law Opportunity Fellowship Program. The average award was \$7,202.
- Six MBA students received \$60,095 through the MBA Educational Opportunity Program. The average award was \$10,015.

For financial aid purposes, undergraduate students at the University of Iowa are defined as non-traditional if they are at least 24 years of age or are single with a dependent child. Those students who are enrolled less than half-time in a degree program through the Division of Continuing Education are also considered non-traditional for financial aid purposes.

- During 1999-2000, undergraduate non-traditional students at the University of Iowa received \$3,799,037 in federal, state, and institutional grants and \$7,268,273 in federal, state, and institutional need-based loans. In addition, the Division of Continuing Education was allocated \$59,472 for scholarships to students enrolled on a part-time basis.

## Iowa State University

During 1999-2000, entering students received more than \$10.6 million in need-based student aid from federal, state, and institutional sources. The financial aid awards to targeted minority students are individually reviewed to ensure that eligible students receive adequate student financial aid packages which bridge existing financial gaps so that families view higher education at ISU as affordable.

During 1999-2000, Iowa State University provided the following opportunities to minority students:

- 9 The George Washington Carver (GWC) program continues to serve as the primary academic scholarship targeting high-ability minority students. During 1999-2000, 246 GWC Scholars were enrolled and received \$1,662,434 in financial assistance.
- 9 The Project Open Door Scholarship was initiated during the 1997-98 academic year. It provides an institutional complement of \$50,000 to the Iowa Minority Grant for Academic Success (IMAGES) program.
- 9 The IMAGES program was established by the State of Iowa to help Iowa minority students who have financial need. During 1999-2000, 377 students received IMAGES grants totaling \$680,000.
- 9 Academic Program for Excellence (APEX) is a seven-week intensive academic program designed for sixty minority freshmen. The students live in residence halls, which gives them the opportunity to experience small group interaction firsthand and develop a familiarity with their new surroundings before the beginning of the fall semester. APEX Scholars take three classes - English, Library, and Math; The grades earned count toward the student's permanent record. The weekly seminars have presenters from different University areas, such as the dean of students, student financial aid, study abroad, and career development.
- 9 The Fred Schleiter Scholarship is awarded to minority students who have demonstrated high financial need and are nonresidents. During 1999-2000, a total of \$23,000 was awarded to 12 students.
- 9 The License Plate Scholarship is awarded to minority students who have demonstrated high financial need. During 1999-2000, a total of \$22,145 was awarded to 14 students.

- The Morris Matching Scholarship is awarded to minority students who desire to pursue secondary and postsecondary education. The Morris Foundation awards a \$1,500 scholarship which is matched by ISU with an additional \$1,500 scholarship. During 1999-2000, a total of \$16,500 was awarded to 11 students.

For financial aid purposes, non-traditional students at ISU are defined as those students who are at least 24 years of age or who are single with dependent children. During 1999-2000, 2,031 undergraduate non-traditional students received \$5,008,090 in federal, state, and institutional grants; \$15,394,341 in federal, state, and institutional need-based loans; and \$102,386 in federal and state work-study funds.

- The University allocated \$200,000 for the Adult Student Scholarships at Iowa State (ASSISt) Program. Scholarships are awarded to students who are 25 years of age or older who are pursuing their first undergraduate degree at ISU. Selection is based on demonstrated financial need and academic merit. Awards range from \$500 to \$2,000 and assist approximately 125 students each year.
- The University provided \$97,500 to 65 Phi Theta Kappa scholars. An award of \$1,500 was made to each member of Phi Theta Kappa, an academic honorary society for high ability community college students.
- The Roy J. Carver Scholarship provided \$114,000 for 30 scholarships to students who graduated from an Iowa high school. These scholarships, valued at \$3,800 each, are equally divided between new and continuing students. These scholarships are intended to recognize individuals who have overcome some of life's struggles and who otherwise would not be able to afford to attend ISU.

### University of Northern Iowa

Minority students at UNI receive assistance from a variety of sources. Some receive scholarship aid **from** institutional and foundation accounts while others receive scholarships from their hometowns. Minority students also **receive** federal and state aid as part of their financial aid packages to provide maximum assistance.

During 1999-2000, \$4,283,525 was awarded to 582 undergraduate and graduate minority students. The average award was \$7,360. This included \$2,575,404 of federal aid for 504 students; \$382,474 of state aid for 247 students; \$1,175,023 of institutional aid for 372 students; and \$150,624 of external funds for 83 students. The University of Northern Iowa provided the following opportunities for minority students:

- 9 221 undergraduate students received \$332,200 through the Iowa Minority Academic Grant for Economic Success (IMAGES) Program. A total of \$10,234 of institutional funds was also used to assist IMAGES recipients.
- 9 Other state funding, such as Iowa Grant, Iowa Work-Study, and State of Iowa Scholarships, provided \$50,274 for 39 awards.
- 9 The Educational Opportunity Program assisted 36 students with \$43,127. The average award was \$1,198.
- 9 Ninety-one students received a total of \$110,752 Minority Achievement/Talent Scholarships.
- 9 A total of \$337,628 was awarded to 210 students through institutional grants.
- 9 Forty-three graduate students received \$119,135 through the Graduate College. The average award was \$2,770.
- 9 The University of Northern Iowa Foundation scholarships provided \$160,946 for 142 minority students.
- 9 College scholarships provided \$105,357 and resulted in 49 awards.
- 9 Eight students received a total of \$31,180 through the Bureau of Indian Affairs.
- 9 Pell, SEOG, and federal work study awards, which totaled \$532,729, were made to 337 minority students.
- 9 A total of \$1,152,412 was made available to 781 minority students through need-based undergraduate loans; a total of \$899,532 was provided to 612 minority students through non-need-based undergraduate loans.
- 9 Hometown scholarships/gifts were awarded to 49 students in the amount of \$43,857.

For financial aid purposes, non-traditional students at UNI are defined as those students who are at least 24 years of age or who are single with dependent children. During 1999-2000, a total of \$10,912,898 was awarded to 1,471 undergraduate non-traditional students. The average award was \$7,419 per student. This included \$9,806,128 of federal aid for 1,463 students; \$372,443 of state aid for 312 students; \$623,149 of institutional aid for 448 students; and \$111,178 of external funds for 77 students.

- 9 A total of \$4,883,423 of need-based loans was awarded to 1,805 students.
- 9 A total of \$2,907,790 of non-need-based loans was awarded to 1,401 students.
- 9 Ninety-one undergraduate non-traditional students received \$131,166 through the Iowa Minority Academic Grant for Economic Success (IMAGES) Program.
- 9 A total of \$2,200,179 of federal and state grant, work-study, and scholarship assistance was provided to 1,516 students.
- 9 The University of Northern Iowa Foundation provided \$164,570 of scholarships to 85 non-traditional students.

- 9 A total of \$288,670 of institutional grants was awarded to 339 students.
- 9 A total of \$20,850 in hometown scholarships/gifts was awarded to 36 students.

### **Grants/Scholarships**

Securing private support for student financial aid is a high priority for each university foundation.

- 9 The University of Iowa and the University of Iowa Foundation reported new gifts, bequests, and expectancies from wills and trusts of \$147 million for calendar year 1999 which represents an increase of 19% from the prior year. Of that total, approximately \$122 million was received and committed through the Foundation. Of the total amount given, \$15,196,949 was designated by donors for student financial aid grants and scholarships. This represents an increase of 12.8% compared to the \$13,468,829 designated for student financial aid in 1998 and 12% of the outright gifts and deferred income recorded by the Foundation in 1999.
  - ✓ The University's primary goal is to raise sufficient private money through the University of Iowa Foundation to provide full support of the following undergraduate merit scholarship programs - the Presidential Scholarship, the Opportunity at Iowa Scholarship, the Deans Scholarship, the National Merit/Provost Scholarship, and the Enrichment Scholarship. During 1999-2000, approximately \$2.4 million was awarded through the merit scholarship programs. This represented an increase of \$500,000 from the prior year.
  - ✓ In 1999-2000, a new scholarship program in the amount of \$50,000 was made available to students participating in the Washington Center Program.
  - ✓ In 1999-2000, a new scholarship program in the amount of \$25,000 was made available for students who had participated in the University of Iowa Belin-Blank program. The \$1,000 scholarships were committed to 7<sup>th</sup> and 8<sup>th</sup> graders who had participated in the program and later enrolled at the University.
- During 1999-2000, receipts for scholarships at Iowa State University totaled \$13,319,074. This represented an increase of \$2,862,713 (+27.4%) from the prior year. The goal for 2000-2001 is \$10,750,000 in receipts and new commitments.
- At the University of Northern Iowa, the UNI Foundation raised approximately \$17 million in gifts, pledges, and expectancies during 1999-2000; a significant portion of this amount will provide future support for student financial aid. During 1999-2000, the Foundation transferred \$1.7 million in scholarship funds to the University.

- ✓ In an effort to enhance scholarship endowments, Phase I of the Students First Campaign (which ended in December 1999) raised 'more than \$14 million. Phase II of the Campaign has a goal of \$75 million and includes a \$22 million endowment component for student scholarships. Phase II will be an on-going campaign through 2005.

## Loans

Loans represent the largest percentage of the total financial aid awarded among all Regent universities in terms of both the number of awards and the amount of funds distributed. At the University of Iowa and at Iowa State University, the number of loan awards increased from the prior year; at the University of Northern Iowa, the number of loan awards decreased from the prior year. The value of the awards and the average award increased at all three Regent universities.

Loan portfolios of the Regent universities have expanded since the 1992 reauthorization of the Higher Education Act. With the reauthorization, Congress created new programs that increased availability of educational loan funds to students and their families. The use of unsubsidized supplemental loans, which have fairly low interest rates, have proven popular with students and their families as a means of financing a college education.

The Federal Direct Student Loan program has had a major positive impact on the student borrower population. During 1999-2000, there was a reduction in the origination fee from 4.0% to 3.0% which resulted in savings for student loan borrowers. Students who borrow direct student loans will receive an immediate rebate on the origination fee equal to 1.5% of the loan. Borrowers will receive the rebate immediately, but they will have to make the first 12 payments on time to keep the benefit. Over a standard ten-year loan, the rebate amounts to an interest rate reduction of 0.24 percentage points per year.

In addition, the introduction of the Mastery Promissory Note reduced the turnaround time on subsequent borrowing because there is no longer a need for students to sign new promissory notes. Furthermore, students who consolidate their loans with the Federal Direct Student Loan program will receive a new, low interest rate that is 0.8 percentage points lower than what they currently pay resulting in savings of \$500 for a loan of \$10,000. The lower rate will apply to loans consolidated during fiscal year 2001. Students must make their first 12 payments on time to keep this benefit.

- At the University of Iowa, another change in the Federal Direct Student Loan Program resulted in an increase in the annual and aggregate loan limits for medical, dental, and pharmacy students due to the phase out of the Health Education Assistance Loan (HEAL).

### Indebtedness

A potential drawback of increased availability of loan funds has been the level of debt of undergraduate students at the time of graduation. The student graduating with \$17,000 of indebtedness would have a monthly payment of \$208 in order to repay the loan in 10 years with an interest rate of 8.25%. With an entry-level salary of \$25,000, the debt service would amount to approximately 10% of the graduate's salary. The ability to repay college-related loans is obviously affected by the type of job obtained by the graduates, i.e., some jobs provide higher starting salaries while other jobs provide loan forgiveness.

According to University Business (July/August, 1998), students who graduate with indebtedness and whose debt service is higher than 8% of gross income after graduation have an excessive burden. Therefore, it is important for Regent universities to develop a comprehensive understanding of repayment problems graduates may be encountering through appropriate data collection.

All three institutions indicated that students are counseled on debt repayment when students first take a loan and before they exit the university. Students may receive further counseling at any other time that they seek it.

The following procedures are used by Regent universities to apprise students of their financial obligations:

- financial award letters that include cumulative loan information;
- interactive software that allows students to access their records and calculate loan amortization;
- U. S. Department of Education literature that provides repayment information in prominent locations;
- counseling on other options, such as employment and reducing costs of living.

**Average Undergraduate Indebtedness at the  
Time of Graduation for Students Graduating with Debt  
1995-96 to 1999-2000<sup>1</sup>**

Year	Average Indebtedness - All Sources <sup>2</sup>	Average Non-Need- Based Indebtedness <sup>3</sup>	Average Need-Based Indebtedness
<b>1995-1996</b>			
SUI	\$18,692	\$7,333	\$9,006
ISU	\$17,004	\$16,663	\$14,341
UNI	\$11,306	\$5,593	\$9,079
<b>1996-1997</b>			
SUI	\$18,889	\$7,942	\$9,421
ISU	\$18,199	\$17,635	\$14,276
UNI	\$13,909	\$7,067	\$10,945
<b>1997-1998</b>			
SUI	\$19,712	\$8,289	\$9,601
ISU	\$19,451	\$18,458	\$13,877
UNI	\$15,428	\$8,900	\$11,087
<b>1998-1999</b>			
SUI	\$19,445	\$8,212	\$9,488
ISU	\$20,019	\$18,693	\$13,362
UNI	\$16,747	\$9,406	\$11,806
<b>1999-2000</b>			
SUI	\$19,687	\$8,156	\$9,691
ISU	\$21,029	\$19,601	\$12,965
UNI	\$18,235	\$10,475	\$12,101

<sup>1</sup> According to a study conducted by the USA Group Foundation, the share of undergraduates owing \$10,000 or more has increased from 33.7% in 1995 to 40.1% in 1999. However, the percentage of borrowers who are delinquent in making payments has been moving downward since 1995.

<sup>2</sup> Includes Parents Loans for Undergraduate Students (PLUS) and Partnership (alternative student non-federal loans).

<sup>3</sup> Excludes PLUS but includes Partnership.

The most recent information on default rates places Regent universities well below available national averages identified on the following table.

**Default Rates for Federal Stafford and Perkins Programs**

Federal Stafford	SUI	ISU	UNI	National
1995	4.0%	3.6%	2.9%	10.4%
1996	3.5%	4.7%	4.3%	9.6%
1997	3.9%	4.2%	4.0%	8.8%
1998	4.2%	3.7%	2.9%(prelim.)	NA
1999	3.7%	NA	NA	NA
2000	NA	NA	NA	NA
<b>Federal Perkins</b>				
1995	5.5%	NA	4.7%	NA
1996	6.6%	10.4%	3.5%	NA
1997	7.5%	10.5%	6.9%	NA
1998	7.7%	9.0%	7.8%	12.5%
1999	6.6%	7.8%	6.5%	NA
2000	NA	6.9%	4.1%	NA

According to a new study conducted by the U.S. Department of Education (ED), most student borrowers repay only a quarter of their loans four years after graduating, but they generally are in position to pay off the rest over the following five years. The Department's first efforts to track students' debt burdens also found that debt - while discouraging enrollment in graduate school in the short-term - did not affect major lifestyle choices such as getting married, buying a house, or saving money.

**Employment**

Employment opportunities include college work-study positions, a variety of assistantships, and other university employment which can occur both on- and off-campus. Regent universities make efforts to ensure that the work performed will be beneficial to a student's career aspirations. The majority of students are employed in the following types of jobs - office assistant/clerk, computer programmer, lab or research assistant, web development assistant, and maintenance.

**Employment and Financial Aid Provided through Work Experience  
On University Campuses in FY 2000**

	<b>Work Study<sup>1</sup></b>	<b>Assistantships</b>	<b>Other<sup>2</sup></b>	<b>Total</b>
<b>SUI</b>	\$3,612,214 (2,057)	\$38,119,012 (3,488)	\$23,422,677 (11,899)	\$65,153,903 (17,444)
<b>ISU</b>	\$2,958,105 (2,484)	\$30,753,651 (2,269)	\$15,200,189 (4,698)	\$48,911,945 (9,451)
<b>UNI</b>	\$1,204,186 (931)	\$1,652,735 (387)	\$6,736,737 (3,839)	\$9,593,658 (5,157)
<b>REGENTS TOTAL</b>	\$7,774,505 (5,472)	\$70,525,398 (6,144)	\$45,359,603 (20,436)	\$123,659,506 (32,052)

Work-study funds come from federal and state programs in which a maximum of 75% of the wages is covered by the federal or state program. The institution may choose to cover more than 25% of the wages through internal allocations. The federal government covers 100% of the wages for students who are employed in community service positions, such as America Reads and America Counts. The federal government covers 75% of the wages for students who are employed in community based organizations; the employing organization covers the other 25% of the wages. During 1999-2000, more than 650 students were employed in community service positions through the Regent universities.

Typically, the number of students and the number of hours of employment are restricted by the amount of funds available.

Graduate, teaching, and research assistantships provide opportunities for students to finance their education. At SUI and ISU, assistantships are the largest financial commitment to employment opportunities for students.

Many students are employed within the local communities but the universities do not have a mechanism to gauge the number of students employed or the number of hours that they are employed. Students employed by the university are restricted to 20 hours per week of employment. However, the university does not have the means to restrict the number of hours of employment for those students employed outside of the university.

Studies have shown that working between 10 and 20 hours a week while attending school provides an optimum experience. Working more than 20 hours per week can impede some students' progress toward degrees.

---

<sup>1</sup> Federal and state.

<sup>2</sup> Other institutional employment.

In the recent past, the Regent universities have experienced difficulty filling jobs due to the increase in local job opportunities and competitive wages. Therefore, the institutions have made greater efforts to inform incoming students about employment opportunities on-campus and about the benefits of on-campus employment.

## Federal Legislation

### Federal Appropriations

The following student financial aid legislation was implemented during the 1999-2000 academic year:

- 9 The maximum award in Pell Grants, the basic assistance program that helps students with the greatest financial needs, was increased from \$3,000 to \$3,300.
- 9 Congress appropriated \$7,639 million in Pell Grants which was a decrease of 0.8% from the prior year.
- 9 The federal work-study program received an increase of 7.4% from \$870 million to \$934 million.
- The interest rate that borrowers pay on their federal undergraduate Stafford loan was 6.32% while students are in school and 6.92% once they are in repayment status.

### Relief Act of 1997

Provisions of this Act allow parents and students to deduct the costs of college education from individual or family taxes.

- 9 The HOPE Scholarship Credit, which took effect on January 1, 1998, is available for students during their first two years of postsecondary education. During those first two years, a qualifying taxpayer can take a tax credit of \$1,000 of the first \$1,000 of tuition and fees paid by the taxpayer. The taxpayer can then take a tax credit of 50% of the next \$1,000. The maximum credit is \$1,500. Taxpayers with modified adjusted gross income over \$100,000 for married taxpayers filing jointly may not claim the HOPE Scholarship Credit.
- 9 The Lifetime Learning Credit, which took effect on July 1, 1996, allows taxpayers to take a tax credit of 20% of the first \$5,000 paid in tuition and fees. From 1998 to 2002, the maximum credit will be \$1,000; after 2002, the deduction will rise to 20% of the first \$10,000. This credit may be claimed regardless of the number of students in a household. This credit may even be used by taxpayers that take one

class to improve job skills. Unlike the HOPE Scholarship Credit, the Lifetime Learning Credit may be used for an unlimited number of years.

- The education IRA, which became available in 1998, allows parents to save \$500 in after-tax dollars per year for every child under age 18, accumulate the money, and then withdraw it tax-free for higher education expenses.
- Penalty-free withdrawals of up to \$10,000 from any IRA are allowed if the money is used to pay for qualified higher education expenses.
- Another provision of the Act is allowing tax deductions for interest paid on educational loans. Taxpayers may deduct interest payments during the first 60 months that a loan is being repaid. The amount of the deduction is limited to \$1,000. during the first year of implementation and will rise annually by \$500 increments to **\$2,500.**

## Analysis

### Concerns Regarding Future Student Financial Aid

- **Increases** for Pell Grants have not kept pace with rising tuition and fees. Furthermore, the **eligibility** formula for Pell awards has adversely affected some students because of their past earnings. For FY 2001, the pending Senate proposal includes a \$350 increase in the maximum Pell Grant, while the House. bill includes a \$200 increase.
- 9 Increases for Supplemental Educational Opportunity Grants (SEOG) have not kept pace with rising tuition and fees. Consequently, students have had to rely more heavily on loans.
- 9 A survey by the Student Aid Alliance reported that members of the public believe that “without financial aid, most low- and middle-income families cannot afford to send their children to college.” However, funding for Title IV student financial aid programs has lagged behind inflation and student need for two decades. In constant dollars, the Federal Pell Grant declined 14% and campus-based aid declined 35% between 1980-81 and 1998-99’.
- 9 The reporting requirements related to the HOPE Tuition Tax Credit and Lifetime Learning Credits are substantial and will require increased documentation. The IRS temporarily reduced the reporting requirements in tax year 2000. Making the current minimal reporting requirements permanent would benefit the universities.

---

<sup>1</sup> Source: University of Iowa

- Barring any intervening statutory amendments or delays, Regent universities will be required to apply the new return of Title IV funds rules to every student who withdraws on or after October 7, 2000. The new rules focus only on Title IV funds that the Regent universities must return to the federal student financial assistance programs. In addition, they impose new and extensive requirements governing student withdrawal dates and leaves of absence.
- The Iowa Teacher Shortage Forgivable Loan Program, which began in 1999-2000, is in the early stages of budget and program development.
- Expansion of a major state grant program available to Regent university students, such as the Iowa Grant Program, would provide assistance in keeping students in the state for postsecondary education.
- According to a recently released U.S. Department of Education report, total borrowing more than doubled between 1989 and 1996 largely as a result of changes to the Federal Stafford Loan Program. Stafford program changes under the 1992 amendments to the Higher Education Act allowed increased participation of middle- and higher-income dependent students to participate in the program and to borrow large amounts.

#### Future Initiatives

The University of Iowa has identified the following initiatives for 2000-2001:

- Implement a new Farm Access Grant as part of the Farm Access Program initiative that was created in August 1999 in response to changes in the agricultural economy. The program has three major components:
  - ✓ . Bridge loan. Qualifying students who are unable to pay their University bills will be encouraged to meet with financial aid advising staff. The student's financial circumstances will be reviewed and an extended payment plan may be developed if warranted. In 1999-2000, a total of \$87,470 was approved in bridge loans for forty student borrowers.
  - ✓ Grant program. The program consists of a maximum award of \$1,000 per year need-based grants which will be awarded on a first-come, first-served basis until funds are expended. The grants may be renewed for up to four years.
  - ✓ Financial aid advising. In January 2000, the Office of Student Financial Aid added two staff positions as part of the Farm Access Program. All financial aid advising staff receive more specialized training on the issues and circumstances that impact the economic conditions of families receiving income from agriculture-related occupations.

- 9 A new scholarship program for students studying abroad as part of their educational program will be implemented with an allocation of \$50,000.
- 9 Through extensive e-mail and web opportunities, students will have more direct and immediate access to student financial aid information.

Iowa State University has identified the following initiatives for 2000-2001:

- 9 Concerns about the farm economy continue to place a strain on available student aid resources and cause stress for Iowa's farm families. In Summer 2000, federal disaster relief grants were made available to Iowans adversely affected by the farm economy and weather-related disasters. ISU received \$101,588 which will be matched by institutional funds to provide more than \$203,000 to Iowa farm families.
- 9 Easy access to credit cards makes it possible for students to live beyond their means; the consequences of huge debts that can result may be financially devastating. Debt-saddled alumni and dropouts tend to assign some of the blame for their predicament to their school. To help students and their families gain a better understanding of credit, the ISU Student Financial Aid Office, in partnership with the Financial Counseling Clinic, is providing information sessions on the management of credit and the practice use of credit cards.

The University of Northern Iowa has identified the following initiatives for 2000-2001:

- 9 The Students First Campaign will continue into Phase II. The University hopes to raise \$75 million, including a \$22 million endowment component for student scholarships. The increase in endowment funds should mean a 73% increase in Foundation scholarships and at least a 15% increase in the overall scholarship funds for students. The Campaign will extend through the year 2005.
- 9 UNI is planning an integrated student services delivery model.' To accomplish this task, the University will redesign physical space, restructure staff responsibilities, and implement the latest technology with the "One Stop" location.

PART II - IMAGES/COLLEGE BOUND

**Background:**

The Iowa Minority Academic Grants for Economic Success (IMAGES) program was established to provide additional funding to the Regent universities to encourage Iowa minority students to remain in Iowa and to attend colleges and universities in Iowa. The IMAGES program is supported by annual state appropriations as well as by institutional allocations. The grant awards are based on need and cannot exceed \$3,500 or the student's yearly financial need (whichever is less). A total of 734 minority students have received IMAGES grants for the 2000-2001 academic year. Although this represents a decrease of 125 students from the previous year, an accurate comparison is not possible at this time because last year's data are final numbers while this year's data are preliminary numbers as of August 2000.

More than \$1.8 million has been allocated to the IMAGES programs for the 2000-2001 academic year by the three universities as described in the table below.

**IMAGES Allocations  
1997-1998 to 2000-2001**

	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
<b>SUI</b>	\$637,211	\$636,474	\$700,000	\$806,126
<b>ISU</b>	634,836	680,528	690,045	680,000
<b>UNI</b>	332,200	332,200	332,200	332,200
<b>TOTAL</b>	<b>\$1,604,247</b>	<b>\$1,649,202</b>	<b>\$1,722,245<sup>1</sup></b>	<b>\$1,818,326</b>

Through the College Bound program, the Regent universities provide programs and activities which encourage Iowa minority students in grades 7-12<sup>2</sup> to think of college as a choice and help them gain some of the skills needed for college success. Each university offers College Bound programs and cooperates with other Regent universities and other postsecondary institutions in joint programs. Vouchers may be obtained by any qualified secondary student at any Regent university upon completion of a College Bound program. Students may receive one voucher for each program they attend. One or more vouchers entitle a student to priority over other persons applying for IMAGES grants at a Regent university.

<sup>1</sup> Final data.

<sup>2</sup> Some of the Regent universities provide activities for students as young as 1<sup>st</sup> graders.

More than \$286,000 was allocated to the College Bound programs for the 1999-2000 academic year by the three universities as described in the following table.

**College Bound Allocations  
1999-2000 to 2000-2001**

	1999-2000	2000-2001
SUI	\$110,000	\$110,000
ISU	\$92,066	\$96,727
UNI	\$80,000	\$80,000
<b>TOTAL</b>	<b>\$282,066</b>	<b>\$286,727</b>

**Analysis:**

**IMAGES**

One of the major thrusts of the IMAGES program has been to encourage minority students to remain in school, and to graduate with appropriate academic preparation for college admission. A racial/ethnic minority student is defined as a person who is African-American, Hispanic-American, Asian-American/Pacific Islander, or American Indian/Alaska Native.

The eligibility requirements of IMAGES grants are the same for all three universities. The following table identifies the number of minority students by race/ethnicity who received IMAGES grants for the past four academic years.

IMAGES awards up to a maximum of \$3,500 per year are made to lowa minority students who demonstrate financial need. The IMAGES grant may be received for a total of eight semesters if the student is making satisfactory academic progress towards the degree. IMAGES grants are not the only source of financial assistance to minority students. Other grants, scholarships, and loans are also available to assist minority students who demonstrate financial need. Each university has developed activities based on its individual program goals.

**Race/Ethnic@ of IMAGES Recipients  
1997-1998 to 2000-2001**

	African-Am.	Hispanic-Am.	Asian-Am.	Am. Indian	Total
<b>SUI</b>					
1997-1998	57	36	144	21	258
1998-1999	60	40	134	23	257
1999-2000	76	45	158	21	300
<b>2000-2001</b>	<b>76</b>	<b>69</b>	<b>144</b>	<b>16</b>	<b>305</b>
<b>ISU</b>					
1997-1998	75	53	149	6	283
1998-1999	84	55	183	4	326
1999-2000	103	53	187	5	348
<b>2000-2001</b>	<b>62</b>	<b>49</b>	<b>137</b>	<b>5</b>	<b>253</b>
<b>UNI</b>					
1997-1998	95	27	47	10	179
1998-1999	97	27	46	7	177
1999-2000	116	28	57	10	211
<b>2000-2001</b>	<b>92</b>	<b>26</b>	<b>51</b>	<b>7</b>	<b>176</b>
<b>TOTAL</b>					
1997-1998	227	116	340	37	720
1998-1999	241	122	363	34	760
1999-2000 <sup>1</sup>	295	126	402	36	859
<b>2000-2001<sup>2</sup></b>	<b>230</b>	<b>144</b>	<b>332</b>	<b>28</b>	<b>734</b>

<sup>1</sup> Final data for 1999-2000.

<sup>2</sup> Preliminary data for 2000-2001 as of August 2000.

The following table shows the distribution by educational class of grant recipients.

**Distribution by Educational Class of IMAGES Awards  
1997-1 998 to 2000-2001**

	Freshmen	Sophomores	Juniors	Seniors	Total
<b>SUI</b>					
1997-1998	74	64	63	57	258
1998-1999	62	70	70	55	257
1999-2000	44	62	50	144	300
<b>2000-2001</b>	<b>111</b>	<b>58</b>	<b>59</b>	<b>77</b>	<b>305</b>
<b>ISU</b>					
1997-1998	73	37	46	127	283
1998-1999	62	76	80	108	326
1999-2000	97	70	94	87	348
<b>2000-2001</b>	<b>88</b>	<b>40</b>	<b>53</b>	<b>72</b>	<b>253</b>
<b>UNI</b>					
1997-1998	48	26	40	65	179
1998-1999	47	28	45	57	177
1999-2000	50	35	46	80	211
<b>2000-2001</b>	<b>71</b>	<b>33</b>	<b>32</b>	<b>40</b>	<b>176</b>
<b>TOTAL</b>					
1997-1998	195	127	149	249	720
1998-1999	171	174	195	220	760
1999-2000 <sup>1</sup>	191	167	190	311	859
<b>2000-2001<sup>2</sup></b>	<b>270</b>	<b>131</b>	<b>144</b>	<b>189</b>	<b>734</b>

At the University of Iowa, the following information was reported:

- A total of 305 Iowa minority undergraduate students are receiving \$806,126 of IMAGES grant awards for the 2000-2001 academic year; the average award is \$2,643 per student. This represents an increase of 5 (+1.7%) in the number of awards, an increase of \$106,126 (+15.2%) in the amount of funding and an increase of \$310 (+13.3%) in the per student award.

<sup>1</sup> Final data for 1999-2000.

<sup>2</sup> Preliminary data for 2000-2001 as of August 2000.

- For 2000-2001, of the 305 students receiving IMAGES grant awards, 160 recipients (52.5%) are College Bound/IMAGES voucher recipients who are receiving a total of \$413,286; the average award is \$2,583 per student. This represents an increase of 13 (+8.8%) in the number of voucher recipients, \$55,549 (+15.5%) in the amount of funding, and \$149 (+6.1%) in the per student award.

At Iowa State University, the following information was reported:

- 9 A total of 253 Iowa minority undergraduate students are receiving \$680,000 of IMAGES grant awards for the 2000-2001 academic year; the average award is \$2,688 per student. This represents a decrease of 95 (-27.3%) in the number of awards, a decrease of \$10,045 (-1.5%) in the amount of funding, and an increase of \$705 (+35.6%) in the per student award. Seventy-two (28.5%) IMAGES grant recipients are College Bound/IMAGES voucher recipients.

At the University of Northern Iowa, the following information was reported:

- 9 A total of 176 Iowa minority undergraduate students are receiving \$332,200 of IMAGES grant awards for the 2000-2001 academic year; the average award is \$1,888 per student. This represents a decrease of 35 (-16.6%) in the number of awards and an increase of \$313 (+19.9%) in the per student award.
- 9 For 2000-2001, 56 recipients (31.8%) are College Bound/IMAGES voucher recipients who are receiving \$110,770; the average award is \$1,978 per student. This represents a decrease of 16 (-22.2%) in the number of voucher recipients, a decrease of \$16,375 (-12.9%) in the amount of funding, and an increase of \$212 (+12.0%) in the per student award.

### **College Bound**

The College Bound programs at the Regent universities provide Iowa minority students with information and experiences relating to opportunities offered at the respective institutions. The universities develop and conduct programs for elementary, middle, and secondary students (grades 1 through 12) and their families aimed at encouraging children to attend a postsecondary institution, enriching and preparing students academically, and informing students on applying for admission.

Iowa minority students in grades 7-12 who participate in a College Bound activity are eligible to receive a College Bound/IMAGES voucher which entitles them to priority for an IMAGES grant when they are admitted to a Regent university and they demonstrate financial need.

The following table describes the race/ethnicity of College Bound participants at the Regent universities during 1999-2000.

**Race/Ethnicity of College Bound Voucher Participants  
1999-2000**

	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>	<b>TOTAL<sup>1</sup></b>
American Indian/Alaska Native	89	50	59	198
Africa-American	369	509	423	1,301
Hispanic-American	318	531	248	1,097
Asian-American	202	224	93	519
Other	144			144
<b>Total</b>	<b>1,122</b>	<b>1,314</b>	<b>823</b>	<b>3,259</b>

University of Iowa

In 1999-2000, the University served 1,520 Iowa students, of whom 1,122 were voucher recipients. The University records participation of students in a College Bound program and issues vouchers to secondary school students (grades 7-12); this gives priority in the awarding of funds under the IMAGES program upon enrollment of the student at a Regent university and demonstration of financial need. The University allocated \$110,000 to support the College Bound Program in 1999-2000. The following are examples of College Bound activities which were conducted during the year:

- \* Visits to Targeted Schools. In Iowa, targeted schools include every school with 5% or more minority enrollment, and selected out-of-state schools with 15% or more minority enrollment. Opportunity at Iowa, Office of the Provost, works with the Office of Admissions, to conduct outreach and recruitment of minority high school and undergraduate students within the state of Iowa (College Bound Program) as well as out of state.
- \* Schools and Communities Partnership (SCP) Program: Opportunity at Iowa began this program in 1999-2000 in which public schools, community colleges, and **community-based** education programs in Iowa's 23 largest minority-serving school districts/communities are visited on a regular basis. Partnerships between the schools and community-based programs and the University have formed to advance the academic success of participating students and to increase the likelihood that these students will pursue their higher education at the University. Formal partnerships are underway or are planned for the following school districts/communities: Des Moines, Davenport, Waterloo, Sioux City, Cedar Rapids,

<sup>1</sup> Some of the numbers may be duplicated because the Regent universities sponsor four joint College Bound programs whose enrollment is reflected by all three institutions.

Iowa City, Muscatine, Council Bluffs, Ames, Marshalltown, Storm Lake, Bettendorf, Burlington, Dubuque, West Liberty, Tama, Fort Dodge, Clinton, Columbus, Fort Madison, Pleasant Valley, and Perry.

- \* **Hawkeye Visit Days.** Opportunity at Iowa hosts Native American, Africa-American, Latino(a), and Asian-American prospective students at a special luncheon and presentations about academic and other opportunities on campus. These six, one-day events are an opportunity for students to become more familiar with campus life and engage directly with faculty and current students. Parents and other family members are strongly urged to participate also.
- \* **College Bound Campus Visits.** Opportunity at Iowa organizes and conducts the Campus Visits Program which brings minority individuals and groups to campus. Among the groups who visit the campus annually are Luther College Upward Bound, UNI Upward Bound, Waterloo Educational Talent Search, Davenport Community Schools, Burlington Minority Scholars, Quad Cities Scholars, Columbus Junction Community Schools, Burlington and Fort Madison Minority Scholars Program, West Liberty Schools, Des Moines Intercultural Programs, South Tama High School, St. Ambrose Upward Bound, and the Meskwaki Summer Youth Employment Program. Such visits account for over 400 high school students who meet with staff from the offices of Admissions, Financial Aid, Special Support Services, and/or attend cultural events coordinated at Hancher Auditorium, Theater Arts, or the campus cultural centers.
- \* **American Indian/Native Alaskan Initiatives.** The University developed, conducted, and expanded a number of activities aimed at recruiting American Indian/Native Alaskan students. These included outreach to the Meskwaki Settlement with weekly tutoring sessions for primary and secondary school students, campus visits by Native students, participation in the University of Iowa American Indian Student Association Powwow, support for guest speakers, the American Indian Science and Engineering Society, the Iowa First Nations summer programs for 9<sup>th</sup> and 10<sup>th</sup> grade students, and on-site visits to meet with different Iowa community groups.
- \* **Pre-College Summer Programs.** Over 300 minority students participated in 14 different summer workshops or programs, the highest to date. Students live on campus for two to six weeks, allowing them to explore the campus, meet students, and work closely with faculty and staff. These programs include: Junior High Microscopy camp, Secondary Student Training Program, Hughes Life Sciences Summer Program, Native American Mentoring Program, Journalism Workshops, Workshop in Theatre Arts, Art Workshop, National Institute of Forensics, All-State Music Camp, and the Waterloo/McElroy Summer Program in Health Sciences.
- \* **Cultural Diversity Day.** The University designates a day to recognize, celebrate, and inform people about the diversity of cultures in the community. Opportunity at Iowa brings students to campus from Cedar Rapids-Grant Wood Elementary School, West Liberty, Waterloo, and Burlington Public Schools. Over 100 minority

middle school students from West Liberty participate in the event, which draws audiences of more than 3,000 to 5,000 to the campus each year.

- \* FYI (Future is Yours at Iowa) Orientation. This is a pre-orientation program for minority students who have been admitted to the University. FYI offers students and their parents an opportunity to connect with campus academic and social support systems, as well as gain information about registration, campus programs, and the Iowa City community. More than 65% of the students who participate in the orientation eventually enroll at the University.
- \* Cedar Rapids Academy: The Academy for Scholastic and Personal Success is a six-week summer program for African-American students in grades 8-12, whose goal is to enhance self-concept and increase academic achievement through intensive instruction in African-American history and literature, math, science, and study skills.
- \* Pen Pal Partnerships. Elementary students (4<sup>th</sup> and 5<sup>th</sup> graders) and middle school students from Cedar Rapids Grant Wood, West Liberty' Middle School, Waterloo Lincoln 'Elementary, Sac and Fox Settlement School, and Columbus Junction Schools are matched with faculty, staff, or student pen pals from the University. The goals of this program are to provide students with positive role models and to increase their motivation for academic success.
- \* Journalism - West Liberty Project. The School of Journalism, in partnerships with the Iowa City Press Citizen, West Liberty School District, and Opportunity at Iowa, works with 25 Latino and Laotian students throughout the academic year. The program introduces the students to the career of journalism by teaching them photography, writing, and how to produce a newsletter in their home communities.
- \* Multicultural Graduation and Recognition Banquet. Over 300 people attend this annual event, which is designed to recognize publicly minority students receiving professional, graduate, and undergraduate degrees from the University. Collegiate deans and department directors present awards to students, and students confer an award on a faculty or staff member who has worked tirelessly to enhance diversity in all aspects of campus life.
- \* University of Iowa Live Radio Show. This is a weekly program on KBBG radio in Waterloo that involves an Opportunity at Iowa staff host interviewing a special guest from the University (faculty member, student, staff, or administrator) to discuss issues of interest to the local community. Waterloo community leaders have also been special guests on the radio show. Listeners may call in and talk with or ask questions of the host or guest.
- \* Iowa First Nations. This program provides resident tuition status for American Indians affiliated with Tribes/Nations historically linked to Iowa. To date, 15 American Indian students are enrolled or are planning to enroll at the University

under this' program. In addition, an Iowa First Nations Summer Program in Environmental and Health Sciences was conducted this year for 25 qualified high school students. Recruitment brochures describing the Iowa First Nations tuition program and the summer program were mailed this fall to Tribal college counselors and to Tribal offices of qualified Tribes/Nations.

- \* Muscatine Latino High School Banquet. The University joins Muscatine Community College, and Latino community leaders in a program whose dual purpose is to recognize graduating seniors, and to encourage younger students to continue with high school and to enroll in College Bound courses so that they might be prepared for college opportunities.
- \* Opportunity at Iowa Newsletters *Opportunities* is published twice each semester, with brief stories and a current calendar of events. The purpose of the newsletter is to keep students informed of new minority faculty and students on campus, multicultural events, student services, academic programs, research/job/career development opportunities, and summer programs. More than 4,000 copies of each issue are distributed on campus and to prospective students. Opportunity at Iowa also produces a special edition summer newsletter that is distributed during the nine Summer Orientation Sessions coordinated by the Office of Orientation Services. *KidZone* is a newsletter produced by Opportunity at Iowa for children in grades K-6 which encourages students to enjoy learning and to explore the possibility of attending college, especially at the University.
- \* Multicultural Engineering Student Association (MESA). In this program, engineering students assist in tutoring minority students in the Iowa City School District.

### Iowa State University

In 1999-2000, ISU served 1,314 Iowa minority students, all of whom were voucher recipients. The University allocated \$92,727 to support the College Bound Program in 1999-2000. The following are examples of College Bound activities which were conducted during the year:

- \* Ames College Bound Night. A college information night was held for 10 minority students and their parents at the Black Cultural Center in Ames. Information was distributed about College Bound, EOP@ISU (Early Outreach Program), APEX (Academic Program for Excellence), and the Multicultural Vision Program (MVP). In addition, parents and students received information about -programs and opportunities at the University.
- \* APEX 2000. Twenty-four Iowa high school students attended APEX during Summer 2000.. APEX offers rewarding and challenging opportunities for incoming ethnic minority freshmen. Students attend summer classes to develop their skills in

English, math, library instruction, and political science. In addition, seminars provide an orientation to different aspects of campus life.

- \* Career, College, and Leadership Conference. The conference theme was "Today's Youth...Leaders of the Millenium" and focused on academic, leadership, career, and motivational issues. Students attended breakout sessions and participated in a college fair. Conference attendees were 184 minority students from the Sioux City area. Two ISU students made presentations and answered questions during the sessions.
- \* Council Bluffs Minority Student Workshop. Forty-two ethnic minority students from Abraham Lincoln High School were offered a college workshop presented by College Bound. Students learned about College Bound and received a "Preparing for College in the New Millenium" packet. The presentation focused on benefits of attending college and the differences between 2-year and 4-year colleges, and provided a checklist for each grade level to prepare for college., Students also received an enrollment presentation and learned about the programs offered at the University, e.g., MSA, MVP, APEX, IMAGES, and GWC.
- \* DMACC Upward Bound College Workshop. This workshop was offered to inform students about college options, and to provide information about ISU. Presentations focused on preparing for college and an enrollment presentation from the Office of Admissions. The 15 participants had an opportunity to ask questions during an ISU student panel.
- \* EOP@ISU. Three separate, weeklong residential programs were offered to 119 rising eighth, ninth, and tenth grade students. Students who had attended the program the previous year were given priority in admission to the program. The goals of the program, were to provide exposure to college life, help explore career options, assist with leadership and teamwork skills, and present opportunities to interact with ISU staff and students. Students received instruction in math, science, and language arts while participating in hands-on activities and projects. Parents and siblings attended opening and closing ceremonies and received information related to college admissions, appropriate pre-college curriculum choices, and financial aid procedures.
- \* Incentive Grant - Burlington Minority Scholars Program. The incentive grant awarded to Burlington Community Schools for their Minority Scholars Program was used to offer a variety of opportunities to its members. A total of 150 students had the opportunity to attend a job fair, an all-school cultural assembly, the NAACP Freedom Banquet, hear guest speakers, participate in the DARE program, participate in a mentoring program, speak with college admissions staff, and participate in community service projects;

- \* ISU Minority Student Affairs Banquet. Twelve students from the community were invited to attend the Minority Student Affairs Annual Spring Recognition Banquet. Students were given the opportunity to see ISU ethnic minority students receive awards and recognition for their academic accomplishments.. They were treated to a night which honored the achievement of others and were challenged to model the successes of those honored at the banquet.
- \* Latina(o) Conference. Seven Hispanic students from the Omaha and Council Bluffs areas attended a two-day conference held separately for males and females to target issues relevant to their gender. Each conference focused on providing college, career, and financial aid information. Guest speakers offered information on topics which included leadership, HIV/AIDS education, domestic violence, and career choices. College and career booths offered information on planning for the ACT test and college planning.
- \* Multicultural Vision Program, This program was created to target minority students with academic potential and demonstrated financial need. Enrollment presentations and interview sessions were held for 129 students at seven sites around the state to share information with potential applicants and their families. Those students who enroll at ISU will participate in a first-year seminar course and special monthly programming, including events for families, throughout their enrollment.
- \* Muscatine Multicultural Event. Thirty-two Hispanic youths in the Muscatine area participated in this event. The day offered a guest speaker, information booths, and breakout sessions on academics, financial aid, career paths, and college information. College Bound facilitated several sessions on ACT/SAT information, pre-college curriculum, and how to apply for college admissions and financial aid. Students were encouraged to apply and visit the college of their choice early in their senior year.
- \* Native American Retreat. Native American high school students from throughout the United States were invited to attend the three-day retreat designed to prepare them for higher education. The program focused on exposing students to college life. Students were housed in residence halls and attended learning sessions on college preparation and career sessions. Guest speakers shared personal stories and challenged students to persevere, overcoming adversity. Sessions included preparing for college, summer enrichment programs, and career opportunities.
- \* Opportunities Conference. The College of Business offered, this conference for young women in grades 9-12. The conference was a blend of hands-on workshops, informational booths, and tours of various departments on campus. The 11 participants were given the opportunity to learn about careers while attending sessions with speakers from a variety of fields.

- \* PEP (Partners in Economic Progress) Academic College Fair. This Expo targeted 26 African-American students through the new initiative in Des Moines. The day included guest speakers, college informational booths, and breakout sessions on academics, financial aid, and career/college information. There were breakout sessions for students and parents, covering information on preparing for college.
- \* Taking the Road Less Traveled in Math and Science Conference. The conference, sponsored by the Program for Women in Science and Engineering (WISE), was held for 38 young women in grades 6-12. Sessions for 6<sup>th</sup> - 9<sup>th</sup> graders and 9<sup>th</sup> - 12<sup>th</sup> graders were held separately. The program offered career sessions, hands-on workshops, informational booths, and tours of the campus. Students were given an opportunity to learn about careers while attending sessions and hearing speakers from a variety of fields.
- \* TRIO Day Conference. The conference offered breakout sessions to 55 students on team building, leadership opportunities, building the future, and career choices. Students received information about ISU, MSA, and APEX.
- \* College Campus Visits. The purpose of campus visits is to provide an opportunity for ethnic minority students to visit a college campus. The College Bound Program sponsored 13 group visits for 210 students during the year. All participants received information from admissions and financial aid staff, visited with faculty in the discipline of their choice, had opportunities to interact with ethnic minority faculty and staff, and toured and ate lunch at the residence hall facilities. The groups included students from Briar Cliff College Educational Talent Search, Des Moines East High School, Des Moines Hiatt Middle School, Des Moines Hoover High School, Des Moines Urbandale High School, Muscatine High School, Sanford Community Center, Sioux City Community Schools, Storm Lake Community Schools, UNI Educational Talent Search, UNI Upward Bound Educational Talent Search, Urban Visions, Inc., and Western Iowa Community College Educational Talent Search.

#### University of Northern Iowa

College Bound incorporates a variety of activities sponsored by the Office of Admissions, the Minorities in Teaching Program, College of Business Administration, and individual University departments/colleges. Activities include a residential program, campus visitations programs, community/high school visits and co-sponsored programs. The Ethnic Student Promoters, a group of enthusiastic UNI students who assist with campus and community programs, provide tours, host visitors for lunch, present panel discussions, and are instrumental in providing a minority perspective on college life. In 1999-2000, the University allocated \$80,000 to support 38 College Bound activities which were attended by 1,701 students, of whom 823 were voucher recipients. The following are examples of College Bound activities provided by the University:

- \* Campus Visitation Programs. During a campus visit, participants learn about admissions requirements and procedures, financial aid, and have the opportunity to visit a class in session. UNI Ethnic Student Promoters assist in these visitations by guiding prospective students, parents, and counselors on campus tours, accompanying them to lunch in a dining center, and presenting “life as a UNI student.” The focus of the visit is to encourage middle and senior high school students to pursue postsecondary education. Programs are designed to the age and grade levels of the participants.
- \* College of Natural Science Outreach Programs. Dr. Leslie Jones from UNI's Science Education/Biology Department initiated three outreach programs during Spring 1999. These programs were designed to bring middle school minority students to campus to spark interest in a science area. In Fall 1999, there were nine outreach programs and in Spring 2000, there was one outreach program; a total of 174 students attended the program. The activities included encouraging academic performance, a tour of the UNI Greenhouse, and science mini workshops taught by UNI Science Education students. Tours of the campus and the Wellness Recreation Center were included in the day's activities. UNI Ethnic Student Promoters and UNI science education students assisted in hosting students on campus.
- \* Fort Dodge Multicultural Campus Visit. Nineteen students from Fort Dodge High School participated in the annual campus visit. The program included presentations on admission requirements, financial aid, support services, a student panel, campus tour and lunch in one of the dining centers.
- \* UNI College Fair. Students from the Waterloo/Cedar Falls and surrounding area were invited to participate in the annual UNI DOME College Fair.
- \* Educational Talent Search College Program Visit. Four participants from the UNI Educational Talent Search Program visited campus. The visit included an admissions interview, tour of the campus, and student support services appointment.
- \* Educational Talent Search Program Shadow Day. UNI staff from a variety of career fields hosted students and explained the educational requirements of their jobs and descriptions of their positions. The 20 students who participated were encouraged to excel in school and prepare for future options.
- \* College of Education Middle School Campus Visit. Dr. Charline Barnes hosted a group of 12 middle school students on campus. The group visited the College of Education, toured the campus, had lunch on campus, and learned about the requirements for admission to the University.

- \* Muscatine High School Campus Visit. The visit included admission requirements, campus tour, student panel, financial aid information, student support services, and lunch on campus.
- 3 UNI Multicultural Preview Day. This program involved the participation of the five undergraduate colleges. Each college showcased its respective disciplines and appropriate facilities. Presentations included Coach Sam Weaver as motivational speaker, admission requirements, financial aid, exhibits from each college, tour of the campus and lunch in the dining centers. Sixty-eight high school sophomores from Cedar Falls, Fort Dodge, Sioux City, Waterloo and West Liberty attended the activity. This initiative will expand to include a Fall program for juniors and seniors.
- \* Cinco de Mayo Visitation Program. The program, which was held during the UNI *Cinco de Mayo* celebration, included an admission presentation, campus tour, financial aid information, student panel, and participation in celebration activities. Eighty-four students from the UNI Educational Talent Search Program and Burlington High School participated in this activity.
- \* Meskwaki College Fair. This career and college fair included presentations on college preparation, career interests, and a Native American motivational speaker as well as representatives from various community colleges, and four-year colleges for 44 participants.
- \* Muscatine Outreach Program. This program included college preparation, student panel, and Minorities in Teaching services for 19 participants.
- \* UNI Upward Bound Program. The 34 participants heard presentations on college preparation, financial aid, student responsibilities, and career options for the future.
- \* Davenport North High School Panther Push Program. This program uses current UNI students who volunteer to return to their high school during semester break to promote the University. UNI students are trained on admission requirements and are encouraged to promote the University from their positive experiences.
- \* High School Visits. Six visits were arranged for minority students from Davenport High School, Waterloo East High School, Des Moines North High School, Des Moines Hoover High School, Cedar Rapids Washington High School, and UNI Fall High School for 144 participants. There were presentations on admission requirements and procedures for admission, housing, financial aid, and student support services programs available for minority students. Visits were arranged through high school guidance counselors, Minority Achievement Program (MAP) coordinators, and high school personnel who work specifically with minority students.

- \* Community Colleges. Community Colleges with substantial minority enrollments were targeted for special minority visits. Contact was made with the minority advisors or designated counselors to inform them of upcoming visits. Identified students were entered into the admissions tracking system which insured that appropriate information was sent to students periodically.
- \* Multicultural Resource Guide. This guide was developed and distributed to new freshmen and transfer students in the fall semester. The guide is a reference for African-American, Native American, Asian-American, and Latino(a) students, faculty, and staff. It contains information regarding on-campus resources, such as traditions and events, ethnic student organizations, multicultural courses, and a directory of minority faculty and staff. Off-campus information includes places of worship, barber/beauty shops, and ethnic restaurants, and grocery stores.
- \* Multicultural Recruitment Guide. The purpose of the Guide, which is a supplement to the UNI Viewbook, is to highlight the University's minority services, courses, and faculty/staff to prospective students. The Guide profiles successful students, describes student services designed for minority students' success, admissions requirements, and financial aid information.
- \* Minorities in Teaching (MIT) Program. Minority students in grades 6-12 who demonstrate potential and interest in teaching are provided opportunities to explore teaching as a viable career through the MIT program. The MIT program is a pre-collegiate and collegiate program sponsored by the College of Education. The MIT program was initiated in 1988 as a university-school partnership between the University and five Iowa school districts. Elementary and secondary MIT students interact with practicing teachers, UNI faculty, and students. They also develop strong academic and social skills through activities that prepare them to be successful in college. UNI works with the participating school districts to develop MIT programs that meet the needs of each particular student population and organizational structure.
- ✓ Each year, the College of Education receives \$25,000 as part of its base budget for general operation costs of the MIT program. An additional \$7,000 is spent by the College of Education. In addition, approximately \$30,900 is provided annually in the form of scholarships to MIT students. Since its inception in 1989, 75 MIT students have graduated from UNI in the field of teaching.
- ✓ In 1998-99, approximately 500 students participated in district partnership programs with Davenport, Waterloo, Cedar Rapids, Sioux City, Des Moines, Muscatine, Marshalltown, and South Tama.
- ✓ In 1999-2000, the MIT Summer Enrichment Program provided opportunities to 25 8<sup>th</sup> grade students to observe and study teaching as a career. Students attend classes and experience college life on the UNI campus; they have the

opportunity to participate in a leadership role by teaching young children at the Malcolm Price Laboratory School, the YMCA, and other community settings.

- ✓ Minorities in Teaching Scholarships. Forty-five students were awarded MIT scholarships during the 1999-2000 academic year.
- ✓ MIT Student, Graduates, and Activities. The first recipient of the Lilly Furgerson Scholarship is currently teaching middle school science in the Waterloo School District and plans to return to UNI for her graduate degree on a part-time basis.
- ✓ MIT Career Expo. The purpose of the Expo was to provide MIT students an opportunity to meet prospective employers from the following school districts: Waterloo, Des Moines, Davenport, Cedar Rapids, Iowa City, and Sioux City.
- ✓ Chew and Chat. Two sessions of Chew and Chat (snacks and conversation) were held for MIT students. These sessions highlighted the services available at the Career Center and provided tips on taking the Pre-Professional Skills Test (PPST).
- ✓ Leadership Seminar. In Fall 1991, The Leadership *for Diversity: Teachers as Change Agents Seminar* was initiated to provide support to the cohort of MIT students on campus. Participants discuss selected topics, explore teaching methods, gain leadership skills, experiment with change strategies, and examine issues relevant to cultural diversity and education. Students participate in American Education Week as storytellers and speakers. New students who receive the MIT scholarship are requirement to enroll in the course during their first year.
- ✓ Community Involvement and Outreach. The MIT radio show, *Chalkdust Chats*, is designed to strengthen community awareness and support for education. It provides information to the Cedar Falls/Waterloo community and all students in the surrounding areas about educational issues relevant to success. Through the distribution of program tapes, it serves as a model for other communities involved in the MIT program.

### Co-Sponsored Programs

The following College Bound activities were co-sponsored by the three Regent universities:

- \* Sioux City Career, College and Leadership Conference. At this event in the Sioux City Community School District, workshops are offered on subjects from how to prepare for college to how to complete financial aid information forms. Approximately 200 Iowa high school minority students attended the conference.

- \* Annual Central Iowa Latino(a) College Exposition. Des Moines Area Community College was the site of this annual college fair, co-sponsored by the Regent universities, Drake University, Simpson College, and DMACC. Focusing on the Des Moines area, the event brings over 500 middle and high school Latino(a) students, along with their counselors, community leaders, and parents. Activities included a presentation on college preparation and academics, career paths, a college fair, motivational speakers, campus tours of DMACC, financial aid information, and information on campus life.
- \* Muscatine Hispanic High School Program. This annual program, which is held on the Muscatine Community College campus, recognizes Latino(a) students from the Muscatine area and provides workshops on self-esteem, career options, admission requirements, and student panels. Last year, there were 60 participants.
- \* Muscatine Hispanic 8<sup>th</sup> Grade Program. This annual program, which is held on the Muscatine Community College campus, provides a motivational speaker, a presentation on college preparation, a college fair, information on career options, study skills needed for college, and a student panel. Last year, there were 100 Latino(a) 8<sup>th</sup> graders from Muscatine and surrounding areas.
- \* Quad Cities Senior High School Banquets for Latinos(as) and African-Americans. The University, through Opportunity at Iowa, works with the Quad Cities Higher Education Committee to celebrate the accomplishments of minority high school seniors in the area by inviting 800 students and their parents to the African-American and the Latino(a) banquets. The purpose of the banquets is to encourage high school seniors to maintain their momentum toward graduation and to consider college as an option after high school.

The institutions continue to evaluate the effectiveness of College Bound activities and cite the following examples as particularly useful in attracting students:

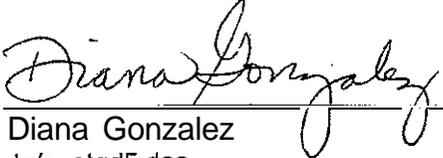
- \* At the University of Iowa, the pre-college summer programs and college visits have shown great success in recruiting students to the University. In 1999-2000, SUI experienced the highest number of participants (300) in the precollege summer programs. These residential programs allow students to participate in a variety of specialty areas, including science, teaching, music, art, and journalism.
- \* The Multicultural Vision Program (MVP) targets minority students with academic potential and demonstrated financial need to receive IMAGES grants through the MVP Award. High school administrators, education agencies, students, and families receive information introducing the program and the award. In 1999-2000, enrollment presentations and interview sessions were hosted at seven sites around the state. Staff shared information with 136 potential participants and their families during the sessions. A total of 168 applications for the MVP award were received

and, of this number, 129 students are expected to attend ISU. Ninety-two awards were offered based on financial need. Seventy students accepted the award and will enroll in the Fall 2000 semester. Students will participate in a seminar course during their first year and in special monthly programming, including events for families, throughout their enrollment.

- 4 At the University of Northern Iowa, the campus visitation programs are most influential in attracting minority students. The campus visit provides students the opportunity to see the campus, tour facilities, and meet students, staff and faculty. A personalized approach allows students to become familiar with campus life. During 1999-2000, there were a total of 536 participants in the campus visits.

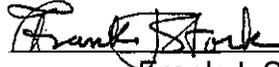
In compliance with Iowa Code Chapter 262.93, the College Bound and IMAGES Report will be submitted to the Iowa General Assembly.

The Board Office recommends acceptance of the report.

  
Diana Gonzalez

dg/septgd5.doc

Approved:

  
Frank J. Stork

## GLOSSARY'

The **Federal Undergraduate Stafford Loan** is a simple interest, government guaranteed, no collateral loan. The interest rate effective through June 2000 is 6.32% while in school and 6.92% after leaving school. The interest rate is capped at 8.25%. Students may borrow while in school and begin repayment six' months after leaving school or graduating. Dependent students may borrow between \$2,625 and \$5,500, depending on their educational level. Independent students may borrow between \$6,625 and \$10,500 depending on their educational level.

The **Federal Graduate Stafford Loan** is the same as the undergraduate loan, except that graduate students may borrow up to \$18,500 for graduate school and up to \$38,500 for medical school.

The **Federal PLUS (Parent Loan for Undergraduate Students)** is a simple interest, government guaranteed, no collateral loan. The interest rate effective through June 2000 is 7.72%. The interest rate is capped at 9.0%. Parents may be eligible to borrow up to the total cost of college less all financial aid received. Parents are eligible for the PLUS if they meet the minimum government credit requirements. Parents begin repayment 30 days after the final disbursement for the academic year. The PLUS is based on a ten-year repayment plan with no prepayment penalties.

A **Federal Pell Grant**, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree.

A **Federal Perkins Loan** is a low-interest (5%) loan for both undergraduate and graduate students with exceptional financial need. The school is the lender. The loan is made with government funds with a share contributed by the school. The student must repay the loan to the school. Depending on when the student applies, the level of need, and the funding level of the school, the student can borrow up to \$3,000 for each year of undergraduate study; \$5,000 for each year of graduate or professional study. A Perkins Loan borrower is not charged any fees. However, if the student skips a payment, makes a late payment, or makes less than a full payment, the student may have to pay a late charge in addition to any collection costs.

---

<sup>1</sup> Source: U.S. Department of Educational Student Financial Aid Home Page

A **Federal Supplemental Educational Opportunity Grant (FSEOG)** is for undergraduates with exceptional financial need, i.e., students with the lowest expected family contributions and gives priority to students who receive Federal Pell Grants. An FSEOG does not have to be paid back. There is no guarantee that every eligible student will be able to receive an FSEOG; students at each school may be awarded an FSEOG based on the availability of funds at that school. The student can receive between \$100 and \$4,000 a year, depending on the date of application, level of need, funding level of the school, and policies of the financial aid office of the school.

The **Expected Family Contribution (EFC)** is an amount that the student and his/her family are expected to contribute toward the student's education. If the EFC is below a certain amount, the student will be eligible for a Federal Pell Grant, assuming all other eligibility requirements are met. The EFC data elements may be adjusted under certain circumstances, e.g., the EFC may be adjusted to consider the family's, elementary and secondary tuition expenses, their medical and dental expenses not paid for by insurance, unusually high child care expenses, a family member's recent unemployment, a parent's own education expenses, or other changes in a family's income, a family's assets, or a student's status.

A **subsidized** loan is awarded on the basis of financial need. The student will not be charged any interest before beginning repayment or, during authorized periods of deferment. The federal government subsidizes the interest during these periods.

An **unsubsidized** loan is not awarded on the basis of need. The student will be charged interest from the time the loan is disbursed until it is paid in full. If the interest is allowed to accumulate, it will be capitalized, i.e., the interest will be added to the principal amount of the loan and additional interest will be based on the higher amount.

The **Partnership Loan Program** is a private, non-need-based loan, which allows students to borrow the difference between the cost of attendance and any other financial aid awarded. The program has flexible features that enable families to choose conditions that best meet their personal circumstances. These features include the choice between a fixed or variable interest rate, three repayment options, and optional co-borrower provisions.

**Iowa Minority Academic Grants for Economic Success (IMAGES)** grants help students who enter the University of Iowa, Iowa State University, or the University of Northern Iowa and demonstrate financial need. An IMAGES grant is limited to a student's yearly financial need or \$3,500, whichever is less. This grant helps to cover tuition and room and board, and supplements other sources of funding. To receive priority consideration for an IMAGES grant, a student must be African-American, Native American, Hispanic-American, or Asian-American, and participate in at least one College Bound program while in 7<sup>th</sup> - 12<sup>th</sup> grade.

**College Bound** programs consist of campus visits, summer programs, and partnerships between universities, communities, and schools. Participating students gain a broader awareness of different cultures, stronger academic skills, and a sense of comfort with the campus environment. In particular, students come to realize that college can be part of their future.

The following table compares financial aid items that are part of the education appropriation bill, which is currently before Congress.

**Federal Student Financial Assistance  
A Comparison of Fiscal Years 1997 - 2000 and Proposed 2001 Funding<sup>1</sup>**

	Fiscal 1997	Fiscal 1998	Fiscal 1999 <sup>2</sup>	Fiscal 2000 Final	Fiscal 2001 Budget Request
Pell Grants	\$5,919,000	\$7,345,000	\$7,704,000	\$7,639,000	\$8,358,000
Maximum Pell Grant	2,700	3,000	3,125	3,300	3,500
Supplemental Educational Opportunity Grants	583,407	614,000	619,000	631,000	691,000
College Work-Study	830,000	830,000	870,000	934,000	1,011,000
Perkins Loans	178,000	165,000	130,000	130,000	160,000
Leveraging Educational Assistance Partnership (LEAP) <sup>3</sup>	50,000	25,000	25,000	40,000	40,000

<sup>1</sup> Dollars are in thousands except for Maximum Pell Grants.

<sup>2</sup> The source of the data in the last three columns is the Association of American Universities (AAU).

<sup>3</sup> Formerly known as the State Student Incentive Grants (SSIG).

TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>GRANTS</b>															
<b>FEDERAL PROGRAMS</b>															
<b>FEDERAL PELL GRANT</b>															
SUI	3,234	\$4,416,972	\$1,366	3,246	\$4,391,892	\$1,353	3,302	\$5,046,726	\$1,528	3,523	\$6,055,616	\$1,719	3,102	\$5,547,032	\$1,788
ISU	5,308	\$7,660,746	\$1,443	5,201	\$7,757,984	\$1,492	5,075	\$7,993,415	\$1,575	5,289	\$9,415,144	\$1,780	4,884	\$8,931,636	\$1,829
UNI	3,056	\$4,237,710	\$1,387	2,919	\$4,156,586	\$1,424	2,978	\$4,770,995	\$1,602	3,030	\$4,872,253	\$1,608	2,812	\$4,906,189	\$1,745
<b>REGENT TOTAL</b>	<b>11,598</b>	<b>\$16,315,428</b>	<b>\$1,407</b>	<b>11,366</b>	<b>\$16,306,462</b>	<b>\$1,435</b>	<b>11,355</b>	<b>\$17,811,136</b>	<b>\$1,569</b>	<b>11,842</b>	<b>\$20,343,013</b>	<b>\$1,718</b>	<b>10,798</b>	<b>\$19,384,857</b>	<b>\$1,795</b>
<b>FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)*</b>															
SUI	619	\$569,966	\$921	603	\$555,614	\$921	646	\$606,550	\$939	687	\$700,708	\$1,020	803	\$750,540	\$935
ISU	1,260	\$1,000,610	\$794	1,027	\$941,704	\$917	880	\$915,440	\$1,040	743	\$831,917	\$1,120	945	\$737,367	\$780
UNI	1,070	\$588,181	\$550	633	\$566,105	\$894	671	\$548,422	\$817	655	\$585,096	\$893	630	\$558,367	\$886
<b>REGENT TOTAL</b>	<b>2,949</b>	<b>\$2,158,757</b>	<b>\$732</b>	<b>2,263</b>	<b>\$2,063,423</b>	<b>\$912</b>	<b>2,197</b>	<b>\$2,070,412</b>	<b>\$942</b>	<b>2,085</b>	<b>\$2,117,721</b>	<b>\$1,016</b>	<b>2,378</b>	<b>\$2,046,274</b>	<b>\$861</b>
<b>FEDERAL GRADUATE FELLOWSHIPS, ASSISTANTSHIPS, TRAINEESHIPS</b>															
SUI	871	\$6,503,839	\$7,467	837	\$6,356,785	\$7,595	947	\$6,682,679	\$7,057	1,049	\$6,412,276	\$6,113	991	\$6,562,331	\$6,622
ISU	928	\$8,636,515	\$9,307	831	\$8,353,688	\$10,053	776	\$8,074,141	\$10,405	741	\$8,005,088	\$10,804	725	\$8,254,429	\$11,385
UNI	29	\$111,669	\$3,851	29	\$131,491	\$4,534	13	\$75,170	\$5,782	21	\$103,754	\$4,941	36	\$270,801	\$7,522
<b>REGENT TOTAL</b>	<b>1,828</b>	<b>\$15,252,023</b>	<b>\$8,344</b>	<b>1,697</b>	<b>\$14,841,964</b>	<b>\$8,746</b>	<b>1,736</b>	<b>\$14,831,990</b>	<b>\$8,544</b>	<b>1,811</b>	<b>\$14,522,118</b>	<b>\$8,019</b>	<b>1,752</b>	<b>\$15,087,561</b>	<b>\$8,612</b>
<b>FEDERAL HEALTH PROFESSIONS SCHOLARSHIPS*</b>															
SUI	11	\$162,234	\$14,749	11	\$148,529	\$13,503	11	\$171,329	\$15,575	16	\$227,588	\$14,224	17	\$242,048	\$14,238
ISU	10	\$11,891	\$1,189	7	\$6,411	\$916	5	\$16,552	\$3,310	1	\$7,366	\$7,366	7	\$22,905	\$3,272
UNI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>REGENT TOTAL</b>	<b>21</b>	<b>\$174,125</b>	<b>\$8,292</b>	<b>18</b>	<b>\$154,940</b>	<b>\$8,608</b>	<b>16</b>	<b>\$187,881</b>	<b>\$11,743</b>	<b>17</b>	<b>\$234,954</b>	<b>\$13,821</b>	<b>24</b>	<b>\$264,953</b>	<b>\$11,040</b>
<b>BUREAU OF INDIAN AFFAIRS</b>															
SUI	6	\$16,314	\$2,719	5	\$6,766	\$1,353	2	\$5,439	\$2,720	3	\$3,499	\$1,166	11	\$25,394	\$2,309
ISU	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
UNI	2	\$10,520	\$5,260	5	\$9,036	\$1,807	8	\$14,396	\$1,800	8	\$18,405	\$2,301	7	\$32,672	\$4,667
<b>REGENT TOTAL</b>	<b>8</b>	<b>\$26,834</b>	<b>\$3,354</b>	<b>10</b>	<b>\$15,802</b>	<b>\$1,580</b>	<b>10</b>	<b>\$19,835</b>	<b>\$1,984</b>	<b>11</b>	<b>\$21,904</b>	<b>\$1,991</b>	<b>18</b>	<b>\$58,066</b>	<b>\$3,226</b>
<b>RES. OFF. TRAIN. CORPS (ROTC)</b>															
SUI	66	\$207,482	\$3,144	61	\$217,074	\$3,559	57	\$209,791	\$3,681	55	\$195,400	\$3,553	55	\$210,050	\$3,819
ISU	140	\$756,956	\$5,407	166	\$809,509	\$4,877	155	\$932,735	\$6,018	141	\$956,152	\$6,781	104	\$725,202	\$6,973
UNI	23	\$65,070	\$2,829	23	\$72,531	\$3,154	32	\$84,543	\$2,642	25	\$69,361	\$2,774	25	\$78,823	\$3,153
<b>REGENT TOTAL</b>	<b>229</b>	<b>\$1,029,508</b>	<b>\$4,496</b>	<b>250</b>	<b>\$1,099,114</b>	<b>\$4,396</b>	<b>244</b>	<b>\$1,227,069</b>	<b>\$5,029</b>	<b>221</b>	<b>\$1,220,913</b>	<b>\$5,524</b>	<b>184</b>	<b>\$1,014,075</b>	<b>\$5,511</b>
<b>SUBTOTAL</b>															
SUI	4,807	\$11,876,807	\$2,471	4,763	\$11,676,660	\$2,452	4,965	\$12,722,514	\$2,562	5,333	\$13,595,087	\$2,549	4,979	\$13,337,395	\$2,679
ISU	7,846	\$18,066,718	\$2,363	7,232	\$17,869,296	\$2,471	6,891	\$17,932,283	\$2,602	6,915	\$19,216,667	\$2,779	6,665	\$18,671,539	\$2,801
UNI	4,180	\$5,013,150	\$1,199	3,609	\$4,935,749	\$1,368	3,702	\$5,493,526	\$1,484	3,739	\$5,648,869	\$1,511	3,510	\$5,846,852	\$1,666
<b>REGENT TOTAL</b>	<b>16,833</b>	<b>\$34,956,675</b>	<b>\$2,102</b>	<b>15,604</b>	<b>\$34,481,705</b>	<b>\$2,210</b>	<b>15,558</b>	<b>\$36,148,323</b>	<b>\$2,323</b>	<b>15,987</b>	<b>\$38,460,623</b>	<b>\$2,406</b>	<b>15,154</b>	<b>\$37,855,786</b>	<b>\$2,499</b>

TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>STATE PROGRAMS</b>															
FATE OF IOWA SCHOLARSHIPS															
SUJ	304	\$121,360	\$399	317	\$128,125	\$404	320	\$127,005	\$397	320	\$126,000	\$394	292	\$115,800	\$397
ISU	314	\$127,305	\$405	294	\$119,515	\$407	345	\$136,800	\$397	335	\$131,800	\$393	333	\$131,200	\$394
UNI	133	\$54,525	\$410	135	\$55,145	\$408	122	\$47,600	\$390	146	\$56,600	\$388	163	\$61,600	\$378
<b>REGENT TOTAL</b>	<b>751</b>	<b>\$303,190</b>	<b>\$404</b>	<b>746</b>	<b>\$302,785</b>	<b>\$406</b>	<b>787</b>	<b>\$311,405</b>	<b>\$396</b>	<b>801</b>	<b>\$314,400</b>	<b>\$393</b>	<b>788</b>	<b>\$308,600</b>	<b>\$392</b>
AGES															
SUJ	273	\$630,920	\$2,311	282	\$643,464	\$2,282	267	\$630,000	\$2,360	262	\$630,000	\$2,405	300	\$700,000	\$2,333
ISU	310	\$634,612	\$2,047	336	\$630,991	\$1,878	294	\$644,107	\$2,191	326	\$680,528	\$2,088	357	\$680,010	\$1,905
UNI	153	\$282,485	\$1,846	188	\$332,200	\$1,767	195	\$332,201	\$1,704	200	\$339,200	\$1,696	211	\$342,434	\$1,623
<b>REGENT TOTAL</b>	<b>736</b>	<b>\$1,548,017</b>	<b>\$2,103</b>	<b>806</b>	<b>\$1,606,655</b>	<b>\$1,993</b>	<b>756</b>	<b>\$1,606,308</b>	<b>\$2,125</b>	<b>788</b>	<b>\$1,649,728</b>	<b>\$2,094</b>	<b>868</b>	<b>\$1,722,444</b>	<b>\$1,984</b>
WA GRANT PROGRAM															
SUJ	209	\$182,867	\$923	203	\$184,615	\$909	220	\$197,806	\$899	206	\$188,175	\$913	205	\$188,264	\$918
ISU	354	\$254,225	\$718	290	\$230,907	\$796	272	\$234,064	\$861	251	\$208,950	\$832	287	\$209,204	\$729
UNI	188	\$171,459	\$912	188	\$159,393	\$848	213	\$160,093	\$752	165	\$152,775	\$926	166	\$142,504	\$858
<b>REGENT TOTAL</b>	<b>751</b>	<b>\$618,551</b>	<b>\$824</b>	<b>681</b>	<b>\$574,915</b>	<b>\$844</b>	<b>705</b>	<b>\$591,963</b>	<b>\$840</b>	<b>622</b>	<b>\$549,900</b>	<b>\$884</b>	<b>658</b>	<b>\$539,972</b>	<b>\$821</b>
ATIONAL GUARD ED. BENEFITS															
SUJ	0	\$0	\$0	0	\$0	\$0	49	\$51,917	\$1,060	53	\$59,528	\$1,123	41	\$63,006	\$1,537
ISU	0	\$0	\$0	0	\$0	\$0	133	\$144,494	\$1,086	150	\$171,024	\$1,140	101	\$143,550	\$1,421
UNI	0	\$0	\$0	0	\$0	\$0	72	\$81,320	\$1,129	79	\$89,949	\$1,139	65	\$92,105	\$1,417
<b>REGENT TOTAL</b>	<b>0</b>	<b>\$0</b>	<b>\$0</b>	<b>0</b>	<b>\$0</b>	<b>\$0</b>	<b>254</b>	<b>\$277,731</b>	<b>\$1,093</b>	<b>282</b>	<b>\$320,501</b>	<b>\$1,137</b>	<b>207</b>	<b>\$298,661</b>	<b>\$1,443</b>
OCATIONAL REHABILITATION GRANTS															
SUJ	261	\$292,215	\$1,120	221	\$281,073	\$1,272	184	\$229,253	\$1,246	158	\$197,021	\$1,247	166	\$214,388	\$1,291
ISU	213	\$234,403	\$1,100	213	\$250,822	\$1,178	182	\$218,213	\$1,199	156	\$192,248	\$1,232	171	\$210,130	\$1,229
UNI	225	\$226,773	\$1,008	201	\$221,469	\$1,102	178	\$203,786	\$1,145	119	\$148,730	\$1,250	119	\$150,452	\$1,264
<b>REGENT TOTAL</b>	<b>699</b>	<b>\$753,391</b>	<b>\$1,078</b>	<b>635</b>	<b>\$753,364</b>	<b>\$1,186</b>	<b>544</b>	<b>\$651,252</b>	<b>\$1,197</b>	<b>433</b>	<b>\$537,999</b>	<b>\$1,242</b>	<b>456</b>	<b>\$574,970</b>	<b>\$1,261</b>

**TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000**

PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>IOWA CENTENNIAL MEMORIAL SCHOLARSHIPS</b>															
SUI	10	\$5,000	\$500	13	\$6,500	\$500	12	\$7,200	\$600	13	\$9,100	\$700	5	\$3,750	\$750
ISU	21	\$10,500	\$500	12	\$6,000	\$500	13	\$7,800	\$600	9	\$6,300	\$700	2	\$1,500	\$750
UNI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>REGENT TOTAL</b>	<b>31</b>	<b>\$15,500</b>	<b>\$500</b>	<b>25</b>	<b>\$12,500</b>	<b>\$500</b>	<b>25</b>	<b>\$15,000</b>	<b>\$600</b>	<b>22</b>	<b>\$15,400</b>	<b>\$700</b>	<b>7</b>	<b>\$5,250</b>	<b>\$750</b>
<b>IOWA WAR ORPHANS EDUCATION AID</b>															
SUI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
ISU	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
UNI	1	\$600	\$600	1	\$600	\$600	1	\$600	\$600	1	\$600	\$600	0	\$0	\$0
<b>REGENT TOTAL</b>	<b>1</b>	<b>\$600</b>	<b>\$600</b>	<b>0</b>	<b>\$0</b>	<b>\$0</b>									
<b>COMM. FOR THE BLIND EDUCATION AID</b>															
SUI	30	\$31,564	\$1,052	8	\$28,731	\$3,591	11	\$28,167	\$2,561	13	\$28,418	\$2,186	9	\$14,345	\$1,594
ISU	12	\$20,939	\$1,745	10	\$14,579	\$1,458	10	\$26,804	\$2,680	8	\$25,002	\$3,125	5	\$8,621	\$1,724
UNI	9	\$19,278	\$2,142	5	\$10,240	\$2,048	3	\$4,520	\$1,507	3	\$3,323	\$1,108	2	\$1,975	\$988
<b>REGENT TOTAL</b>	<b>51</b>	<b>\$71,781</b>	<b>\$1,407</b>	<b>23</b>	<b>\$53,550</b>	<b>\$2,328</b>	<b>24</b>	<b>\$59,491</b>	<b>\$2,479</b>	<b>24</b>	<b>\$56,743</b>	<b>\$2,364</b>	<b>16</b>	<b>\$24,941</b>	<b>\$1,559</b>
<b>OTHER STATE GRANTS</b>															
SUI	79	\$56,735	\$718	1	\$400	\$400	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
ISU	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
UNI	19	\$28,500	\$1,500	16	\$17,210	\$1,076	28	\$46,726	\$1,669	23	\$32,688	\$1,421	25	\$36,836	\$1,473
<b>REGENT TOTAL</b>	<b>98</b>	<b>\$85,235</b>	<b>\$870</b>	<b>17</b>	<b>\$17,610</b>	<b>\$1,036</b>	<b>28</b>	<b>\$46,726</b>	<b>\$1,669</b>	<b>23</b>	<b>\$32,688</b>	<b>\$1,421</b>	<b>25</b>	<b>\$36,836</b>	<b>\$1,473</b>
<b>SUBTOTAL</b>															
SUI	1,166	\$1,330,661	\$1,141	1,045	\$1,272,908	\$1,218	1,063	\$1,271,348	\$1,196	1,025	\$1,238,242	\$1,208	1,018	\$1,299,553	\$1,277
ISU	1,224	\$1,281,984	\$1,047	1,155	\$1,252,814	\$1,085	1,249	\$1,412,282	\$1,131	1,235	\$1,415,852	\$1,146	1,256	\$1,384,215	\$1,102
UNI	728	\$783,620	\$1,076	734	\$796,257	\$1,085	812	\$876,846	\$1,080	736	\$823,865	\$1,119	751	\$827,906	\$1,102
<b>REGENT TOTAL</b>	<b>3,118</b>	<b>\$3,396,265</b>	<b>\$1,089</b>	<b>2,934</b>	<b>\$3,321,979</b>	<b>\$1,132</b>	<b>3,124</b>	<b>\$3,560,476</b>	<b>\$1,140</b>	<b>2,996</b>	<b>\$3,477,959</b>	<b>\$1,161</b>	<b>3,025</b>	<b>\$3,511,674</b>	<b>\$1,161</b>
<b>INSTITUTIONAL AND PRIVATE PROGRAMS</b>															
<b>INSTITUTIONAL SCHOLARSHIPS, GRANTS, FELLOWSHIPS, TRAINEESHIPS (need-based)</b>															
SUI	3,242	\$9,173,412	\$2,830	3,517	\$9,639,743	\$2,741	3,253	\$9,898,741	\$3,043	3,668	\$11,054,259	\$3,014	3,826	\$11,662,681	\$3,216
ISU	3,336	\$2,655,690	\$796	2,343	\$1,769,961	\$755	2,855	\$2,364,959	\$828	3,104	\$2,486,449	\$801	2,737	\$2,564,410	\$937
UNI	2,899	\$1,732,113	\$597	2,150	\$1,968,390	\$925	2,149	\$1,836,837	\$855	2,217	\$2,134,639	\$963	2,197	\$2,272,485	\$1,034
<b>REGENT TOTAL</b>	<b>9,477</b>	<b>\$13,561,215</b>	<b>\$1,431</b>	<b>8,010</b>	<b>\$13,398,094</b>	<b>\$1,673</b>	<b>8,257</b>	<b>\$14,100,537</b>	<b>\$1,708</b>	<b>8,989</b>	<b>\$15,675,347</b>	<b>\$1,744</b>	<b>8,560</b>	<b>\$16,499,576</b>	<b>\$1,928</b>

TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>INSTITUTIONAL TALENT &amp; ACADEMIC SCHOLARSHIPS/GRANTS (excludes athletics)</b>															
SUI	1,850	\$6,033,107	\$3,207	1,039	\$6,614,030	\$3,112	2,278	\$7,030,048	\$3,111	2,327	\$7,801,671	\$2,945	2,038	\$8,062,699	\$2,744
ISU	7,496	\$10,626,101	\$1,418	8,185	\$11,671,372	\$1,426	8,736	\$12,697,707	\$1,453	9,636	\$14,361,434	\$1,490	9,564	\$16,044,522	\$1,678
UNI	1,671	\$3,182,731	\$1,905	1,827	\$3,286,761	\$1,799	1,907	\$3,733,648	\$1,958	1,896	\$3,648,021	\$1,924	1,943	\$3,514,776	\$1,809
<b>REGENT TOTAL</b>	<b>11,017</b>	<b>\$19,741,939</b>	<b>\$1,792</b>	<b>11,950</b>	<b>\$21,572,163</b>	<b>\$1,805</b>	<b>12,921</b>	<b>\$24,361,403</b>	<b>\$1,885</b>	<b>14,859</b>	<b>\$25,811,126</b>	<b>\$1,737</b>	<b>14,445</b>	<b>\$27,621,997</b>	<b>\$1,912</b>
<b>CORPORATION/PRIVATE DONORS (INSTITUTIONAL)</b>															
SUI	4,675	\$9,193,000	\$1,966	4,626	\$10,249,928	\$2,216	4,999	\$11,069,922	\$2,214	5,953	\$11,429,562	\$1,920	6,291	\$12,693,412	\$2,018
ISU	5,443	\$5,587,862	\$1,027	6,336	\$6,523,477	\$1,030	7,459	\$7,737,607	\$1,037	7,962	\$8,834,934	\$1,110	8,773	\$9,990,410	\$1,139
UNI	1,433	\$1,417,001	\$989	1,548	\$1,530,604	\$989	1,562	\$1,578,166	\$1,010	1,700	\$2,130,831	\$1,253	2,142	\$2,579,357	\$1,204
<b>REGENT TOTAL</b>	<b>11,551</b>	<b>\$16,197,863</b>	<b>\$1,402</b>	<b>12,510</b>	<b>\$18,304,009</b>	<b>\$1,463</b>	<b>14,020</b>	<b>\$20,385,695</b>	<b>\$1,454</b>	<b>15,615</b>	<b>\$22,395,327</b>	<b>\$1,434</b>	<b>17,206</b>	<b>\$25,263,179</b>	<b>\$1,468</b>
<b>SUBTOTAL</b>															
SUI	9,767	\$24,299,519	\$2,488	10,081	\$26,503,701	\$2,629	10,530	\$28,898,711	\$2,744	12,948	\$30,285,492	\$2,339	12,855	\$32,418,792	\$2,522
ISU	18,275	\$18,869,653	\$1,159	16,864	\$19,964,810	\$1,184	19,050	\$22,800,273	\$1,197	20,702	\$25,682,817	\$1,241	21,074	\$28,599,342	\$1,357
UNI	6,003	\$6,331,845	\$1,055	5,525	\$6,805,755	\$1,232	5,618	\$7,148,651	\$1,272	5,813	\$7,913,491	\$1,361	6,282	\$8,366,618	\$1,332
<b>REGENT TOTAL</b>	<b>32,045</b>	<b>\$49,501,017</b>	<b>\$1,545</b>	<b>32,470</b>	<b>\$53,274,266</b>	<b>\$1,641</b>	<b>35,198</b>	<b>\$58,847,635</b>	<b>\$1,672</b>	<b>39,463</b>	<b>\$63,881,800</b>	<b>\$1,619</b>	<b>40,211</b>	<b>\$69,384,752</b>	<b>\$1,726</b>
<b>TOTAL GRANTS</b>															
SUI	15,740	\$37,506,987	\$2,383	15,889	\$39,453,269	\$2,483	16,558	\$42,892,573	\$2,590	19,306	\$45,118,821	\$2,337	18,852	\$47,055,740	\$2,496
ISU	25,145	\$38,218,355	\$1,520	25,251	\$39,086,920	\$1,548	27,190	\$42,144,838	\$1,550	28,852	\$46,315,336	\$1,605	28,995	\$48,655,096	\$1,678
UNI	10,911	\$12,128,615	\$1,112	9,868	\$12,537,761	\$1,271	10,132	\$13,519,023	\$1,334	10,288	\$14,386,225	\$1,398	10,543	\$15,041,376	\$1,427
<b>REGENT TOTAL</b>	<b>51,796</b>	<b>\$87,853,957</b>	<b>\$1,698</b>	<b>51,008</b>	<b>\$91,077,950</b>	<b>\$1,786</b>	<b>53,880</b>	<b>\$98,556,434</b>	<b>\$1,828</b>	<b>58,446</b>	<b>\$105,820,382</b>	<b>\$1,811</b>	<b>58,390</b>	<b>\$110,752,212</b>	<b>\$1,997</b>



TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>STUDENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)</b>															
SUI							4,068	\$14,006,790	\$3,443	4,396	\$15,496,588	\$3,525	4,212	\$17,707,118	\$4,204
ISU							948	\$4,399,291	\$4,641	891	\$4,174,659	\$4,685	834	\$4,161,140	\$4,989
UNI							1,504	\$5,793,491	\$3,852	1,526	\$5,921,346	\$3,880	1,449	\$6,384,455	\$4,406
<b>REGENT TOTAL</b>							<b>6,520</b>	<b>\$24,199,572</b>	<b>\$3,712</b>	<b>6,813</b>	<b>\$25,592,593</b>	<b>\$3,756</b>	<b>6,495</b>	<b>\$28,252,713</b>	<b>\$4,350</b>
<b>OTHER FEDERAL LOANS</b>															
SUI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
ISU	5	\$26,200	\$5,240	7	\$36,875	\$5,268	4	\$5,500	\$1,375	2	\$4,250	\$2,125	1	\$13,000	\$13,000
UNI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
<b>REGENT TOTAL</b>	<b>5</b>	<b>\$26,200</b>	<b>\$5,240</b>	<b>7</b>	<b>\$36,875</b>	<b>\$5,268</b>	<b>4</b>	<b>\$5,500</b>	<b>\$1,375</b>	<b>2</b>	<b>\$4,250</b>	<b>2125</b>	<b>1</b>	<b>\$13,000</b>	<b>13000</b>
<b>TOTAL</b>															
SUI	21,175	\$73,640,232	\$3,478	22,587	\$82,543,750	\$3,654.5	23,662	\$87,348,511	\$3,692	23,828	\$88,883,525	\$3,730	24,599	\$95,292,931	\$3,874
ISU	20,828	\$72,501,435	\$3,481	20,963	\$72,988,009	\$3,481.8	20,747	\$71,542,631	\$3,448	20,952	\$72,283,597	\$3,450	20,288	\$70,390,639	\$3,470
UNI	8,276	\$34,677,886	\$4,190	8,243	\$37,605,276	\$4,562.1	12,381	\$38,243,529	\$3,089	12,718	\$38,339,161	\$3,015	12,229	\$39,730,492	\$3,249
<b>REGENT TOTAL</b>	<b>50,279</b>	<b>\$180,819,553</b>	<b>\$3,596</b>	<b>51,793</b>	<b>\$193,137,035</b>	<b>\$3,729.0</b>	<b>56,790</b>	<b>\$197,134,671</b>	<b>\$3,471</b>	<b>57,498</b>	<b>\$199,506,283</b>	<b>\$3,470</b>	<b>57,116</b>	<b>\$205,414,062</b>	<b>\$3,596</b>
<b>STITUTIONAL LONG-TERM LOANS (private source funds)</b>															
SUI	426	\$1,271,488	\$2,985	211	\$780,771	\$3,700	442	\$1,438,088	\$3,254	456	\$1,538,458	\$3,374	466	\$1,771,266	\$3,801
ISU	218	\$274,240	\$1,258	64	\$144,634	\$2,260	51	\$110,019	\$2,157	55	\$130,257	\$2,368	45	\$117,700	\$2,616
UNI	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	14	\$40,500	\$2,893
<b>REGENT TOTAL</b>	<b>644</b>	<b>\$1,545,728</b>	<b>\$2,400</b>	<b>275</b>	<b>\$925,405</b>	<b>\$3,365</b>	<b>493</b>	<b>\$1,548,107</b>	<b>\$3,140</b>	<b>511</b>	<b>\$1,668,715</b>	<b>\$3,266</b>	<b>525</b>	<b>\$1,929,466</b>	<b>\$3,675</b>
<b>PRIVATE SOURCE LOANS (partnership and unsubsidized)</b>															
SUI							660	\$3,186,294	\$4,828	853	\$4,329,065	\$5,075	812	\$4,211,814	\$5,187
ISU							2,470	\$11,971,116	\$4,847	3,324	\$17,092,699	\$5,142	4,356	\$23,486,585	\$5,392
UNI							241	\$801,477	\$3,326	356	\$1,274,677	\$3,581	571	\$2,238,780	\$3,917
<b>REGENT TOTAL</b>							<b>3,371</b>	<b>\$15,958,887</b>	<b>\$4,734</b>	<b>4,533</b>	<b>\$22,696,441</b>	<b>\$5,007</b>	<b>5,739</b>	<b>\$29,935,179</b>	<b>\$5,216</b>
<b>TOTAL</b>															
SUI	426	\$1,271,488	\$2,985	211	\$780,771	\$3,700	1,102	\$4,624,382	\$4,196	1,309	\$5,867,523	\$4,482	1,278	\$5,983,080	\$4,682
ISU	218	\$274,240	\$1,258	64	\$144,634	\$2,260	2,521	\$12,081,135	\$4,792	3,379	\$17,222,956	\$5,097	4,401	\$23,604,285	\$5,363
UNI	0	\$0	\$0	0	\$0	\$0	241	\$801,477	\$3,326	356	\$1,274,677	\$3,581	585	\$2,277,280	\$3,893
<b>REGENT TOTAL</b>	<b>644</b>	<b>\$1,545,728</b>	<b>\$2,400</b>	<b>275</b>	<b>\$925,405</b>	<b>\$3,365</b>	<b>3,864</b>	<b>\$17,506,994</b>	<b>\$4,531</b>	<b>5,044</b>	<b>\$24,365,156</b>	<b>\$4,831</b>	<b>6,264</b>	<b>\$31,864,645</b>	<b>\$5,087</b>
<b>TOTAL LOANS</b>															
SUI	21,601	\$74,890,545	\$3,467	22,798	\$83,324,521	\$3,655	24,764	\$91,972,893	\$3,714	25,137	\$94,751,048	\$3,769	25,877	\$101,276,011	\$3,914
ISU	21,046	\$72,775,675	\$3,458	21,027	\$73,132,643	\$3,478	23,268	\$83,623,766	\$3,594	24,331	\$89,506,553	\$3,679	24,689	\$93,994,924	\$3,807
UNI	8,276	\$34,677,886	\$4,190	8,243	\$37,605,276	\$4,562	12,622	\$39,045,006	\$3,093	13,074	\$39,613,838	\$3,030	12,814	\$42,007,772	\$3,278
<b>REGENT TOTAL</b>	<b>50,923</b>	<b>\$182,344,106</b>	<b>\$3,594</b>	<b>52,068</b>	<b>\$194,062,440</b>	<b>\$3,727</b>	<b>60,654</b>	<b>\$214,641,665</b>	<b>\$3,520</b>	<b>62,542</b>	<b>\$223,871,439</b>	<b>\$3,580</b>	<b>63,380</b>	<b>\$237,278,707</b>	<b>\$3,744</b>

Until 97-98, this category was included in institutional long-term loans.

TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS,, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

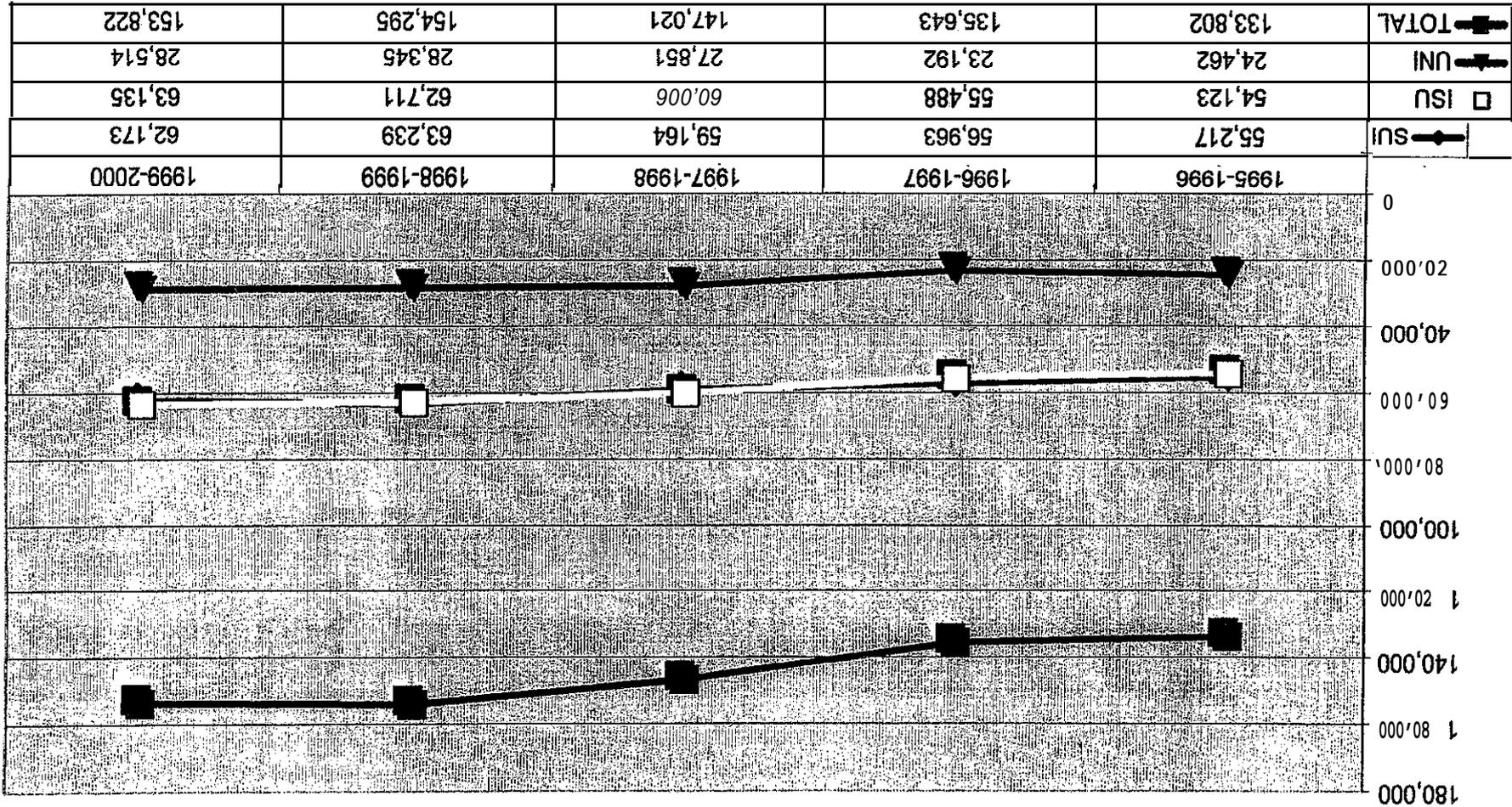
PROGRAM	1995-1996			1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>EMPLOYMENT</b>															
<b>FEDERAL COLLEGE WORK-STUDY*</b>															
SUI	1,331	\$1,878,457	\$1,411	1,528	\$2,293,705	\$1,501	1,411	\$2,124,164	\$1,505	1,451	\$2,369,595	\$1,633	1,395	\$2,267,800	\$1,626
ISU	1,096	\$1,103,074	\$1,006	1,117	\$1,159,993	\$1,038	1,413	\$1,805,704	\$1,278	1,457	\$2,244,193	\$1,540	1,670	\$2,204,963	\$1,320
UNI	483	\$680,689	\$1,409	429	\$737,965	\$1,720	460	\$802,988	\$1,746	575	\$1,031,188	\$1,793	603	\$847,559	\$1,406
REGENT TOTAL	2,910	\$3,662,220	\$1,258	3,074	\$4,191,663	\$1,364	3,284	\$4,732,856	\$1,441	3,483	\$5,644,976	\$1,621	3,668	\$5,320,322	\$1,450
<b>IOWA WORK-STUDY PROGRAM</b>															
SUI	672	\$1,067,070	\$1,588	760	\$1,092,767	\$1,438	563	\$1,060,111	\$1,883	552	\$931,419	\$1,687	662	\$1,344,414	\$2,031
ISU	935	\$871,557	\$932	918	\$865,289	\$943	1,089	\$729,354	\$670	1,080	\$884,960	\$819	814	\$753,142	\$925
UNI	398	\$371,459	\$933	345	\$376,065	\$1,090	178	\$361,375	\$2,030	197	\$347,854	\$1,766	328	\$356,627	\$1,087
REGENT TOTAL	2,005	\$2,310,086	\$1,152	2,023	\$2,334,121	\$1,154	1,830	\$2,150,840	\$1,175	1,829	\$2,164,233	\$1,183	1,804	\$2,454,183	\$1,360
<b>INSTITUTIONAL GRADUATE, TEACHING, &amp; RESEARCH ASSISTANTS</b>															
SUI	3,412	\$35,756,308	\$10,480	3,243	\$38,462,592	\$11,860	3,142	\$38,439,732	\$12,234	3,589	\$37,517,666	\$10,454	3,488	\$38,119,012	\$10,929
ISU	2,114	\$27,071,767	\$12,806	2,121	\$28,027,080	\$13,214	2,107	\$29,056,592	\$13,791	2,007	\$29,756,112	\$14,826	2,269	\$30,753,651	\$13,554
UNI	315	\$1,498,213	\$4,756	345	\$1,399,958	\$4,058	306	\$1,499,651	\$4,901	351	\$1,516,098	\$4,319	387	\$1,652,735	\$4,271
REGENT TOTAL	5,841	\$64,326,288	\$11,013	5,709	\$67,889,640	\$11,892	5,555	\$68,995,975	\$12,421	5,947	\$68,789,876	\$11,567	6,144	\$70,525,398	\$11,479
<b>OTHER INSTITUTIONAL STUDENT EMPLOYMENT</b>															
SUI	12,461	\$21,446,645	\$1,721	12,745	\$23,460,760	\$1,841	12,726	\$22,846,504	\$1,795	13,204	\$22,858,108	\$1,739	11,899	\$23,422,677	\$1,968
ISU	3,787	\$13,959,754	\$3,686	5,054	\$14,399,225	\$2,849	4,939	\$15,429,908	\$3,124	4,984	\$14,685,660	\$2,947	4,698	\$15,200,189	\$3,235
UNI	4,079	\$6,073,370	\$1,489	3,962	\$6,271,307	\$1,583	4,153	\$6,592,321	\$1,587	3,860	\$6,151,180	\$1,594	3,839	\$6,738,737	\$1,755
REGENT TOTAL	20,327	\$41,479,769	\$2,041	21,761	\$44,131,292	\$2,028	21,818	\$44,868,733	\$2,057	22,048	\$43,794,946	\$1,986	20,436	\$45,359,603	\$2,220
<b>TOTAL EMPLOYMENT</b>															
SUI	17,876	\$60,148,480	\$3,365	18,276	\$65,309,824	\$3,574	17,842	\$64,470,511	\$3,613	18,796	\$63,776,786	\$3,393	17,444	\$65,153,903	\$3,735
ISU	7,932	\$43,006,152	\$5,422	9,210	\$44,451,597	\$4,826	9,548	\$47,021,558	\$4,925	9,528	\$47,570,925	\$4,993	9,451	\$48,911,945	\$5,175
UNI	5,275	\$8,623,731	\$1,635	5,081	\$8,785,295	\$1,729	5,097	\$9,256,335	\$1,816	4,983	\$9,046,320	\$1,815	5,157	\$9,593,658	\$1,860
REGENT TOTAL	31,083	\$111,778,363	\$3,596	32,567	\$118,546,716	\$3,640	32,487	\$120,748,404	\$3,717	33,307	\$120,394,031	\$3,615	32,052	\$123,659,506	\$3,858

TABLE 1  
FINANCIAL AID CATEGORIZED BY GRANTS, LOANS, AND EMPLOYMENT AT REGENT UNIVERSITIES  
FALL 2000

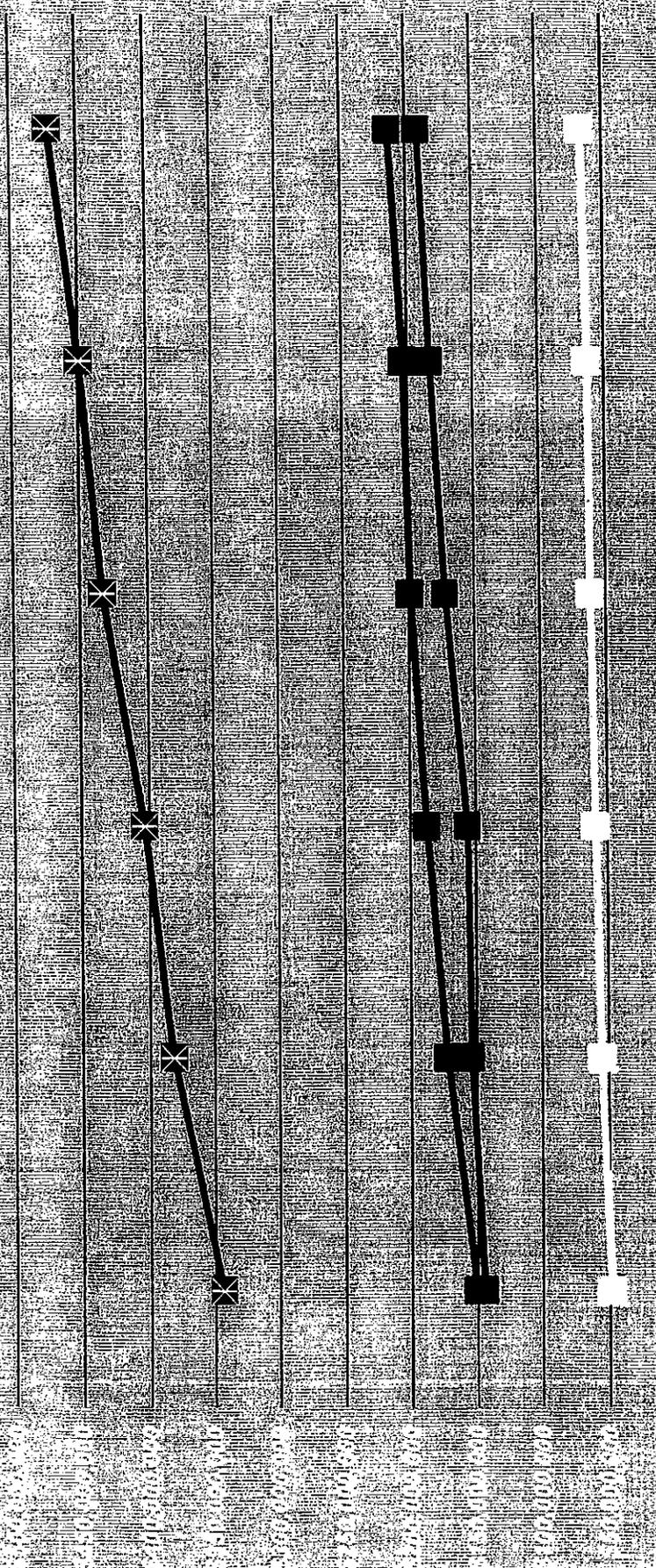
PROGRAM	1996-1997			1997-1998			1998-1999			1999-2000		
	# OF AWARDS	VALUE OF AWARDS	MEAN	# OF AWARDS	VALUE OF AWARDS	MEAN	# OF AWARDS	VALUE OF AWARDS	MEAN	# OF AWARDS	VALUE OF AWARDS	MEAN
<b>SUMMARY</b>												
<b>TOTAL GRANTS</b>												
SUI	15,740	\$37,506,987	\$2,383	16,558	\$42,092,573	\$2,590	19,306	\$45,118,821	\$2,337	18,852	\$47,055,740	\$2,496
ISU	25,145	\$38,218,355	\$1,520	27,190	\$42,144,838	\$1,550	28,852	\$48,315,336	\$1,605	28,995	\$48,655,096	\$1,678
UNI	10,911	\$12,128,615	\$1,112	10,132	\$13,519,023	\$1,334	10,288	\$14,386,225	\$1,398	10,543	\$15,041,376	\$1,427
REGENT TOTAL	51,796	\$87,853,957	\$1,696	53,880	\$98,556,434	\$1,829	58,446	\$105,820,382	\$1,811	58,390	\$110,752,212	\$1,897
<b>TOTAL LOANS</b>												
SUI	21,601	\$74,890,545	\$3,467	22,798	\$83,224,521	\$3,655	25,137	\$94,751,048	\$3,769	25,877	\$101,276,011	\$3,914
ISU	21,046	\$72,775,675	\$3,458	23,268	\$83,623,768	\$3,594	24,331	\$89,506,553	\$3,679	24,689	\$93,994,924	\$3,807
UNI	8,276	\$34,677,886	\$4,190	8,243	\$37,605,276	\$4,562	13,074	\$39,613,838	\$3,030	12,814	\$42,007,772	\$3,278
REGENT TOTAL	50,923	\$182,344,106	\$3,581	52,068	\$194,062,440	\$3,727	62,542	\$223,871,439	\$3,580	63,380	\$237,278,707	\$3,744
<b>TOTAL EMPLOYMENT</b>												
SUI	17,876	\$60,148,480	\$3,365	18,276	\$65,309,824	\$3,574	18,796	\$63,776,786	\$3,393	17,444	\$65,153,903	\$3,735
ISU	7,922	\$43,006,152	\$5,422	9,210	\$44,451,597	\$4,826	9,528	\$47,570,925	\$4,993	9,451	\$48,911,945	\$5,175
UNI	5,275	\$8,623,731	\$1,635	5,081	\$8,785,295	\$1,729	4,983	\$9,046,320	\$1,815	5,157	\$9,593,858	\$1,860
REGENT TOTAL	31,083	\$111,778,363	\$3,596	32,567	\$118,546,716	\$3,640	33,307	\$120,394,031	\$3,615	32,052	\$123,659,506	\$3,858
<b>TOTAL ALL FINANCIAL AID PROGRAMS</b>												
SUI	55,217	\$172,546,012	\$3,125	56,963	\$188,087,614	\$3,302	63,239	\$203,646,655	\$3,220	62,173	\$213,485,654	\$3,434
ISU	54,123	\$154,000,182	\$2,845	56,488	\$158,671,160	\$2,824	62,711	\$183,992,814	\$2,924	63,135	\$191,561,965	\$3,034
UNI	24,462	\$55,430,232	\$2,266	23,192	\$58,928,332	\$2,541	28,345	\$63,046,383	\$2,224	28,514	\$66,642,806	\$2,337
REGENT TOTAL	133,802	\$381,976,426	\$2,855	135,643	\$403,687,106	\$2,976	147,021	\$433,946,503	\$2,952	153,822	\$471,690,425	\$3,066

\* need-based aid

**TOTAL FINANCIAL AID AWARDS AT REGENT UNIVERSITIES**  
**(number of awards)**  
**1995-1996 TO 1999-2000**



### TOTAL FINANCIAL AID AT REGENT UNIVERSITIES 1994-1995 TO 1999-2000



	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
SUI	\$150,513,282	\$172,546,012	\$188,087,614	\$199,335,977	\$203,646,655	\$213,485,654
ISU	\$144,536,279	\$154,000,182	\$156,671,160	\$172,790,162	\$183,392,814	\$191,561,965
UNI	\$48,542,466	\$55,430,232	\$58,928,332	\$61,820,364	\$63,046,383	\$66,642,806
TOTAL	\$343,592,027	\$381,976,426	\$403,687,106	\$433,946,503	\$450,085,852	\$471,690,425

TABLE 2U  
UNDERGRADUATE FINANCIAL AID CATEGORIZED  
BY GRANTS, LOANS, EMPLOYMENT AND RESIDENCE AT REGENT UNIVERSITIES  
FALL 2000

PROGRAM	RESIDENTS			NONRESIDENTS		
	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD	# OF AWARDS	VALUE OF AWARDS	MEAN AWARD
<b>SUMMARY</b>						
<b>TOTAL GRANTS</b>						
SUI	8,256	\$20,605,071	\$2,496	2,678	\$6,686,413	\$2,497
ISU	17,911	\$20,334,320	\$1,135	6,305	\$14,191,821	\$2,251
UNI	8,952	\$12,334,253	\$1,376	545	\$1,319,813	\$2,422
<b>REGENT TOTAL</b>	<b>35,119</b>	<b>\$53,273,644</b>	<b>\$1,517</b>	<b>9,528</b>	<b>\$22,198,047</b>	<b>\$2,330</b>
<b>TOTAL LOANS</b>						
SUI	10,362	\$40,547,311	\$3,913	3,094	\$12,111,534	\$3,915
ISU	19,520	\$67,971,480	\$3,462	3,828	\$17,816,385	\$4,654
UNI	11,663	\$36,971,674	\$3,170	434	\$1,511,157	\$3,482
<b>REGENT TOTAL</b>	<b>41,545</b>	<b>\$145,490,465</b>	<b>\$3,502</b>	<b>7,356</b>	<b>\$31,439,076</b>	<b>\$4,274</b>
<b>TOTAL EMPLOYMENT</b>						
SUI	5,373	\$19,060,778	\$3,546	1,605	\$5,693,479	\$3,547
ISU	2,279	\$2,418,896	\$1,061	307	\$496,139	\$1,616
UNI	4,436	\$6,577,989	\$1,482	267	\$414,922	\$1,554
<b>REGENT TOTAL</b>	<b>12,090</b>	<b>\$28,057,663</b>	<b>\$2,321</b>	<b>2,179</b>	<b>\$6,604,540</b>	<b>\$3,031</b>
<b>TOTAL ALL FINANCIAL AID PROGRAMS</b>						
SUI	23,991	\$80,213,160	\$3,343	7,377	\$24,491,426	\$3,320
ISU	39,710	\$90,724,696	\$2,285	10,440	\$32,504,345	\$3,113
UNI	25,053	\$55,883,916	\$2,231	1,246	\$3,245,892	\$2,605
<b>REGENT TOTAL</b>	<b>86,754</b>	<b>\$226,821,772</b>	<b>\$2,556</b>	<b>19,063</b>	<b>\$60,241,663</b>	<b>\$3,160</b>

**TABLE 2G  
GRADUATE FINANCIAL-AID  
1999 - 2000**

	SUI		ISU*		UNI	
	Residents	NonResidents	Residents	NonResidents	Residents	NonResidents
Enrollment	4,936	4,378	2,025	2,184	1,258	311
Per Cent of all Graduate Students Enrolled	53.0%	47.0%	48.1%	51.9%	80.2%	19.8%
Number of Students Receiving Aid	3,998	3,377	1,109	1,980	674	244
Per Cent of Students Receiving Aid	54.2%	45.8%	35.9%	64.1%	73.4%	26.6%
Amount Received	\$55,478,344	\$53,302,724	\$7,472,655	\$7,417,207	\$5,651,364	\$1,861,634
Per Cent Received	51.0%	49.0%	50.2%	49.2%	75.2%	24.8%

The total amount of financial aid awarded to graduate students is more than \$39 million; however, not all aid to graduate students is categorized by residence.

**TABLE 3  
FINANCIAL AID PROGRAMS BY SOURCE OF AID  
1994-1995 to 1999-2000**

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	Increase from 1994-95 to 1999-00	Percent Change 1994-95 to 1999-2000	Increase from 1998-99 to 1999-00
<b>SUI</b>									
Institutionally-controlled Federal Programs	\$7,312,592	\$6,951,349	\$7,030,065	\$6,724,217	\$7,008,021	\$7,160,296	(\$152,296)	-2.08%	\$152,275
Non-Institutionally controlled Federal Programs	\$62,285,165	\$80,422,972	\$89,484,050	\$95,470,972	\$91,714,771	\$103,737,830	\$41,452,665	66.55%	\$12,023,059
Institutional Programs	\$78,780,991	\$82,773,960	\$89,207,824	\$97,826,520	\$96,628,807	\$99,943,561	\$21,162,570	26.86%	\$3,314,754
State Programs	\$2,134,534	\$2,397,731	\$2,365,675	\$2,331,459	\$2,169,761	\$2,643,967	\$509,433	23.87%	\$474,206
<b>Total</b>	<b>\$150,513,282</b>	<b>\$172,546,012</b>	<b>\$188,087,614</b>	<b>\$202,353,168</b>	<b>\$197,521,360</b>	<b>\$213,485,654</b>	<b>\$62,972,372</b>	<b>41.84%</b>	<b>\$15,964,294</b>
<b>ISU</b>									
Institutionally-controlled Federal Programs	\$5,463,507	\$6,135,188	\$4,928,692	\$5,948,680	\$6,458,669	\$6,613,064	\$1,149,557	21.04%	\$154,395
Non-Institutionally controlled Federal Programs	\$79,688,231	\$85,536,039	\$87,088,606	\$85,331,938	\$87,285,788	\$84,654,077	\$4,965,846	6.23%	(\$2,631,711)
Institutional Programs	\$57,231,134	\$60,196,353	\$62,535,759	\$79,367,908	\$87,347,545	\$98,157,467	\$40,926,333	71.51%	\$10,809,922
State Programs	\$2,153,407	\$2,132,602	\$2,118,103	\$2,141,636	\$2,300,812	\$2,137,357	(\$16,050)	-0.75%	(\$163,455)
<b>Total</b>	<b>\$144,536,279</b>	<b>\$154,000,182</b>	<b>\$156,671,160</b>	<b>\$172,790,162</b>	<b>\$183,392,814</b>	<b>\$191,561,965</b>	<b>\$47,025,686</b>	<b>32.54%</b>	<b>\$8,169,151</b>
<b>UNI</b>									
Institutionally-controlled Federal Programs	\$3,304,830	\$2,927,514	\$3,473,161	\$3,222,647	\$3,859,490	\$3,163,822	(\$141,008)	-4.27%	(\$695,668)
Non-Institutionally controlled Federal Programs	\$31,705,857	\$37,368,621	\$39,724,262	\$41,317,396	\$41,159,728	\$43,261,081	\$11,555,224	36.45%	\$2,101,353
Institutional Programs	\$12,345,175	\$13,903,428	\$14,477,020	\$16,042,100	\$16,855,446	\$18,992,870	\$6,647,695	53.85%	\$2,137,424
State Programs	\$1,186,604	\$1,230,669	\$1,253,889	\$1,238,221	\$1,171,719	\$1,225,033	\$38,429	3.24%	\$53,314
<b>Total</b>	<b>\$48,542,466</b>	<b>\$55,430,232</b>	<b>\$58,928,332</b>	<b>\$61,820,364</b>	<b>\$63,046,383</b>	<b>\$66,642,806</b>	<b>\$18,100,340</b>	<b>37.29%</b>	<b>\$3,596,423</b>
<b>Regentwide</b>									
Institutionally-controlled Federal Programs	\$16,080,929	\$16,014,051	\$15,431,918	\$15,895,544	\$17,326,180	\$16,937,182	\$856,253	5.32%	(\$388,998)
Non-Institutionally controlled Federal Programs	\$173,679,253	\$203,327,632	\$216,296,918	\$222,120,306	\$220,160,287	\$231,652,988	\$57,973,735	33.38%	\$11,492,701
Institutional Programs	\$148,357,300	\$156,873,741	\$166,220,603	\$193,236,528	\$200,831,798	\$217,093,898	\$68,736,598	46.33%	\$16,262,100
State Programs	\$5,474,545	\$5,761,002	\$5,737,667	\$5,711,316	\$5,642,292	\$6,006,357	\$531,812	9.71%	\$364,065
<b>Total</b>	<b>\$343,592,027</b>	<b>\$381,976,426</b>	<b>\$403,687,106</b>	<b>\$436,963,694</b>	<b>\$443,960,557</b>	<b>\$471,690,425</b>	<b>\$128,098,398</b>	<b>37.28%</b>	<b>\$27,729,866</b>